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ABSTRACT

This document is an assessment of a performance-based education project that involved a United States history course, offered at a community college. Thirty-two student performance objectives are outlined and lesson plans designed to achieve each objective are presented. Each lesson plan consists of an instructional topic, prerequisites, interest approach, performance objective, preassessment, learning experiences, post-test, references and resources, and notes. Topics covered in the course include political, social, and religious issues, commercial institutions, mobility, culture, labor, and foreign affairs. The text of the course is "The American People: Creating a Nation and a Society," Volume One, by Nash, Howe, Davis, and Winkler (1990). (DB)

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PERFORMANCE-BASED EDUCATION PROJECT:

A COMPONENT OF THE INSTITUTIONAL OUTCOMES MODEL

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COURSE PROTOTYPE

U.S. History 121 (HIS121)
Department of Social and Behavioral Sciences
John Wood Community College
150 S. 48th Street
Quincy, Illinois 62301

September, 1991

SO 022 320

BEST COPY AVAILABLE

PERFORMANCE-BASED EDUCATION PROJECT

Planning Performance-Based Instruction:

Developing the Course Syllabus

JOHN WOOD COMMUNITY COLLEGE
150 SOUTH 48TH STREET
QUINCY, IL 62301

Instructor: Pend Armistead
President's Office
224-6500 ext 103

HIS121

U.S. History I

COURSE DESCRIPTION

This course is categorized as one of the liberal arts and/or general education offerings and is designed to satisfy the general education component for the A.A., A.S. and A.A.S. degree programs. In terms of institutional goals, this course will satisfy goals numbered 1, 3, and 8. For the general education objectives, this course is referenced to objectives 3, 5, 7, and 10 for the two transfer degrees and 1, 3, 4, 5, and 7 for the terminal degree. This course covers the period of U.S. history from the early foundation of the republic to the end of the reconstruction period 1865. (Prerequisites: None). (3 C/ 3 lect, 0 lab, 0 OJT)

COURSE FOCUS

Topics covered will include: political, social, religious, and commercial institutions, including mobility, culture, labor, and foreign affairs. The primary delivery methods will include lecture and class discussion although use of multiple media will be employed throughout the semester and contingent upon the subject area covered.

TEXT AND REFERENCES

Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

COURSE GOALS

The following list of course goals will be addressed in the course. These goals are directly related to the performance objectives (Addendum A).

1. identify European explorations
2. describe European colonization
3. describe English exploration
4. describe colonial regionalization
5. examine colonial cultures
6. describe New England settlement
7. describe "middle" settlements
8. describe "southern" settlements
9. critique colonial diversification
10. compare colonial governments
11. examine "Great Awakening" era
12. examine European/American conflicts
13. identify "French and Indian War" consequences
14. describe American political developments
15. describe Revolutionary War events
16. describe "Confederate" period
17. describe American government
18. describe early American foreign affairs
19. describe political parties
20. critique early political events
21. describe "War of 1812" events
22. critique early American society
23. critique early American economy
24. examine the "Era of Good Feelings"
25. explain American political changes
26. explain national expansion
27. describe religious reformation
28. examine mid-American culture
29. examine manifest destiny
30. compare 1850s political developments
31. describe Civil War military campaigns
32. examine Reconstruction epoch

STUDENT CONTRIBUTIONS

Each student is expected to spend at least 6 hours per week preparing for class. Attendance is crucial in this class. As described in the "Performance Objectives" section, there are 32 objectives to be completed during the course of the semester. Aside from the course content objectives, there are five process or task objectives to be completed. These include: (a) complete weekly assignments; (b) complete the oral presentation requirement; (c) complete the map reading assignment; (d) complete four semester tests; and (e) complete one opinion paper. These assignments will be described in more length in additional handouts that will be disseminated at the appropriate time during the semester.

COURSE EVALUATION

Your performance objectives and exams will be translated to points and the points to grades. There are 325 total points available in the course which have been distributed across five objectives: (a) weekly assignments; (b) oral presentation; (c) map reading; (d) four summative evaluations; and an (e) opinion paper. It should be noted that there are approximately 32 content oriented objectives listed in the course syllabus. These objectives will be measured through the above stated methods. In accordance with this method the following scale has been determined: A=292-325; B=260-291; C=227-259; D=195-226; F=226 and below. Extra credit assignments will not be allowed unless instructor permission is given in advance.

COURSE SCHEDULE

The class meets for 3 lecture hours per week. Class meetings are each Monday night from 6:30-9:30. See Appendix B for a detailed summation of the schedule of activities and lecture topics.

ADDENDUM A

PERFORMANCE OBJECTIVES

1. The student will be allowed references. The student will identify European explorations. Performance will be satisfactory if the primary explorers from the four major European countries are identified with areas of exploration detailed and consequences described and the descriptions are consistent with the text and class discussions.

2. The student will be allowed references. The student will describe European colonization. Performance will be satisfactory if three types of European colonizations are described and the three descriptions are consistent with the text.

3. The student will be allowed references. The student will describe major English explorations. Performance will be satisfactory if three major English explorers are described including their primary areas of exploration and accomplishments and the descriptions are consistent with the text and the lectures that are provided in class.

4. The student will be allowed references. The student will describe colonial regionalization. Performance will be satisfactory if the New England, middle and southern colonies are described in terms of major consistencies and differences as determined by the host country and the descriptions are consistent with the text and the lectures provided in the class lectures.

5. The student will be allowed references. The student will examine colonial cultures. Performance will be satisfactory if the three primary regions of the colonies can be differentiated in terms of social aspects as determined by the unique differences in the host countries and the examinations are consistent with the text and the class discussions.

6. The student will be allowed references. The student will describe New England settlements. Performance will be satisfactory if the primary political, social, economic, and religious elements of the New England society can be characterized and the descriptions are consistent with the text and the class discussions.

7. The student will be allowed references. The student will describe "middle" settlements. Performance will be satisfactory if each of the middle colonies can be described in terms of the political, social, economic, and religious characteristics and the descriptions are consistent with the text and class discussions.

8. The student will be allowed references. The student will describe "southern" settlements. Performance will be satisfactory if the primary southern colonies can be described in terms of political, economic, social, and religious aspects and the descriptions are consistent with the text and class discussions.

9. The student will be allowed references. The student will critique colonial diversification. Performance will be satisfactory if ten distinctions are made between the various colonial regions and are described in accordance with the text and the class discussions.

10. The student will be allowed references. The student will compare colonial governments. Performance will be satisfactory if the four primary forms of colonial government are identified and compared and the comparisons are consistent with the text and class discussions.

11. The student will be allowed references. The student will examine the "Great Awakening" era. Performance will be satisfactory if the primary areas of advancement are examined as detailed in the text and described in the class lecture.

12. The student will be allowed references. The student will examine European/American conflicts. Performance will be satisfactory if one conflict between the "American" colonies and each of the hosting European countries is detailed and the examinations are consistent with the text and the lectures that are provided in class.

13. The student will be allowed references. The student will identify "French and Indian War" consequences. Performance will be satisfactory if the primary reasons for the war are chronicled, the major events of the war are detailed, the implications for colonial governance are identified and the identifications are consistent with the text and the class discussions.

14. The student will be allowed references. The student will describe American political developments. Performance will be satisfactory if the major political events of the early 1800s can be described in accordance with class discussions and the text.

15. The student will be allowed references. The student will describe Revolutionary War events. Performance will be satisfactory if the prewar conditions, financing the war, America's strategic advantages, and the military highlights of the war are described and the descriptions are consistent with text, notes, and handouts.

16. The student will be allowed references. The student will describe "Confederate" period. Performance will be satisfactory if the "Articles" are described in terms of the delegation of powers between the federal and state governments and implications for the two bodies and the descriptions are consistent with the text and class discussions.

17. The student will be allowed references. The student will describe American government. Performance will be satisfactory if the need for a strong central government, the controversies and compromises, the ratification process, and the new government are described and the descriptions are consistent with the text, notes, and handouts.

18. The student will be allowed references. The student will describe early American foreign affairs. Performance will be satisfactory if events with the English and French authorities are described and the descriptions are consistent with the text and class discussions.

19. The student will be allowed references. The student will describe political parties. Performance will be satisfactory if the two party system and the major points of difference are cited and the descriptions are consistent with the text and lecture.

20. The student will be allowed references. The student will critique early political events. Performance will be satisfactory if domestic and international affairs are described and the critique is consistent with the text and class discussions.

21. The student will be allowed references. The student will describe "War of 1812" events. Performance will be satisfactory if the primary military campaigns are described and the descriptions are consistent with the text and class discussions.

22. The student will be allowed references. The student will critique the early American society. Performance will be satisfactory if one area of society, including mobility, culture, and labor can be described for one of the three regions as discussed in class and is consistent with the text.

23. The student will be allowed references. The student will critique the early American economy. Performance will be satisfactory if three regional economies, including northern, middle, and agrarian (southern) are critiqued and the critiques are consistent with the text and the class discussions.

24. The student will be allowed references. The student will examine the "Era of Good Feelings". Performance will be satisfactory if this period can be characterized in terms of political stability, internal economic growth and prosperity and successful foreign affairs, and the examinations are consistent with the text and the class discussions.

25. The student will be allowed references. The student will explain American political changes. Performance will be satisfactory if the major political parties are described in terms of characteristics, leaders and philosophy and the explanations are consistent with the text and class discussions.

26. The student will be allowed references. The student will explain national expansion. Performance will be satisfactory if the territorial acquisitions are described in terms of reasons for expansion and political boundaries and the explanations are consistent with the text and class discussions.

27. The student will be allowed references. The student will describe religious reformation. Performance will be satisfactory if one period of reformation is described and the description is consistent with the text and class lectures.

28. The student will be allowed references. The student will examine mid-American culture. Performance will be satisfactory if the social aspects, major cultural events, and leaders are described and the examinations are consistent with the text and class discussions.

29. The student will be allowed references. The student will examine manifest destiny. Performance will be satisfactory if two reasons for the growth of manifest destiny are examined as well as three implications resulting from the period and the examinations are consistent with class discussions and the text.

30. The student will be allowed references. The student will compare 1850s political developments. Performance will be satisfactory if all major developments are compared in accordance with criteria given on the class handout and the comparisons are consistent with the class discussions, lectures, and text.

31. The student will be allowed references. The student will describe Civil War military campaigns. Performance will be satisfactory if at least one major battle is described and presented to the class and details the reasons leading up to the conflict, the major events of the conflict, primary leaders and the results and the description are consistent with the text and class discussion.

32. The student will be allowed references. The student will examine the Reconstruction epoch. Performance will be satisfactory if the implications of the period are examined in terms of the reform of the south and the varied beliefs of the northern leaders and the examinations are consistent with the text and the class discussions.

PERFORMANCE-BASED EDUCATION PROJECT

Planning Performance-Based Instruction:

Developing the Course Lesson Plans

JOHN WOOD COMMUNITY COLLEGE
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HIS121

U.S. History I

LESSON PLAN FOR CONTENT GOAL:
identify European explorations

INSTRUCTIONAL TOPIC
identifying European explorations

PREREQUISITE(S)
There are no prerequisites.

INTEREST APPROACH (time: 5 minutes)
This is the first class meeting for the HIS 121 course; as such, I will begin by introducing a discussion on the importance and benefits of studying history. Important and memorable events in the students' lives will be identified and related to the past. I will, then, engage the students in a discussion about the importance and lasting effects of the European explorations and demonstrate how this era influenced the shaping of the present U.S.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will identify European explorations. Performance will be satisfactory if the primary explorers from the four major European countries are identified with areas of exploration detailed and consequences described and the descriptions are consistent with the text and class discussions.

PREASSESSMENT

STARTING POINT PRE-TEST (time: 5 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: discuss the benefits of historical study.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Discussion (time: 10 minutes)
INSTRUCTOR PRACTICES
1. I will outline presentations.
2. I will summarize main points.
3. I will ask students to brainstorm ideas.
ASSIGNMENTS (time: 15 minutes)
1. The student will review notes.

SUBGOAL TOPIC: identify all major European explorers and accomplishments
DOMAIN: Cognitive LEVEL: Fact
THEORY OF LEARNING: Association
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will highlight concepts.
2. I will identify concepts.
3. I will reproduce charts.
ASSIGNMENTS (time: 40 minutes)
1. The student will study handout.
2. The student will read document.

SUBGOAL TOPIC: discuss the European competition for America
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will outline presentations.
3. I will accent check lists.
4. I will teach content parts.
5. I will summarize main points.
6. I will provide handout.
7. I will talk through handout.

ASSIGNMENTS (time: 60 minutes)
1. The student will complete worksheet.
2. The student will conduct structured review.
3. The student will read assignment.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES
Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

Farmer, Rod, "The Benefits of Historical Study." The Social Studies. Vol. 74. January, 1983.

Gibson, Charles. Spain in America. New York: Harper and Row. 1966.

Hemming, John. The Conquest of the Incas. New York: Harcourt Brace Jovanovich, 1970.

NOTES
1. Benefits of historical study:
   Use of the article by Rod Farmer
2. New World Civilizations
   The Aztecs
   The Incas
   The Indians of North America
3. Exploration
   Columbus
   Spanish Settlements
   Wealth from the New World
4. Competition for America
   French Explorations
   Dutch Explorations

Developed/Revised: August 31, 1991

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HIS121

U.S. History I

LESSON PLAN FOR CONTENT GOAL:
describe European colonization

INSTRUCTIONAL TOPIC
describing European colonization

PREREQUISITE(S)
identify European explorations

INTEREST APPROACH (time: 3 minutes)
Techniques will be employed to encourage open discussion of why it is important to understand European colonization.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will describe European colonization. Performance will be satisfactory if three types of European colonizations are described and the three descriptions are consistent with the text.

PREASSESSMENT

PREREQUISITE PRE-TEST (time: 3 minutes)
An informal, oral prerequisite test will be administered.

STARTING POINT PRE-TEST (time: 5 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: discuss Spanish colonization
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will highlight text index.
3. I will outline presentations.
4. I will teach content parts.
5. I will summarize main points.
6. I will provide handout.
ASSIGNMENTS (time: 20 minutes)
1. The student will review class notes and handouts.

SUBGOAL TOPIC: discuss French colonization
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will tab text book.
2. I will highlight text index.
3. I will outline presentations.
4. I will teach content parts.
5. I will summarize main points.
6. I will provide handout.
ASSIGNMENTS (time: 20 minutes)
1. The student will review class notes and handouts.

SUBGOAL TOPIC: discuss Dutch colonization
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will tab text book.
2. I will highlight text index.
3. I will outline presentations.
4. I will teach content parts.
5. I will summarize main points.

ASSIGNMENTS (time: 20 minutes)
1. The student will review class notes and handouts.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES
Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

Gibson, Charles. Spain in America. New York: Harper and Row. 1966.

NOTES
1. Spanish colonization
   Motivations for colonization
   Reasons for Easy Spanish Conquest
   Treaty of Tordesillas
   Wealth from New World
   Spanish Colonial Government
2. French Colonization
   French Settlements
3. Dutch Exploits
   Establishments of Trading Posts

Developed/Revised: August 31, 1991

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HIS121

U.S. History I

LESSON PLAN FOR CONTENT GOAL:
describe English exploration

INSTRUCTIONAL TOPIC
describing English exploration

PREREQUISITE(S)
identify European explorations
describe European colonization

INTEREST APPROACH (time: 3 minutes)
The class will begin with questions being addressed to the students on why they think the English became interested in settling the New World--why such a late start. This will then move into a review of the previous class period.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will describe major English explorations. Performance will be satisfactory if three major English explorers are described including their primary areas of exploration and accomplishments and the descriptions are consistent with the text and the lectures that are provided in class.

PREASSESSMENT

PREREQUISITE PRE-TEST (time: 3 minutes)
An informal, oral prerequisite test will be administered.

STARTING POINT PRE-TEST (time: 3 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: discuss the reasons for English colonization
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, class notes and handouts.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES

Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

McNeil, William H. The Rise of the West. Chicago: University of Chicago press, 1963.

NOTES

1. Reasons for English Colonization
   A Heritage of representative Government
   A Heritage of Capitalism
   A Heritage of Protestantism

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HIS121

U.S. History I

LESSON PLAN FOR CONTENT GOAL:
describe colonial regionalization

INSTRUCTIONAL TOPIC
describing colonial regionalization

PREREQUISITE(S)
describe European colonization
describe English exploration

INTEREST APPROACH (time: 3 minutes)
Thought provoking questions will be asked at the beginning of the class referring to how harsh the colonial life was for the settlers and what could have influenced their decision to participate in colonization.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will describe colonial regionalization. Performance will be satisfactory if the New England, middle and southern colonies are described in terms of major consistencies and differences as determined by the host country and the descriptions are consistent with the text and the lectures provided in the class lectures.

PREASSESSMENT

PREREQUISITE PRE-TEST (time: 0 minutes)
This section was not completed by the instructor.

STARTING POINT PRE-TEST (time: 5 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: discuss the beginnings on the Chesapeake
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will outline presentations.
3. I will teach content parts.
4. I will summarize main points.
5. I will provide handout.
ASSIGNMENTS (time: 20 minutes)
1. The student will review class notes and handouts.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES

Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

Morison, Samuel, E. Admiral of the Ocean. Boston: Atlantic Monthly-Little, Brown. 1942.

NOTES

1. Beginnings on the Chesapeake
   - A false Start in Maine
   - Jamestown is settled
     - Jamestown: the early years
     - The House of Burgesses
     - Jamestown becomes a royal colony
   - Maryland: A Proprietary Grant
     - A feudal estate

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HIS121

U.S. History I

LESSON PLAN FOR CONTENT GOAL:
examine colonial cultures

INSTRUCTIONAL TOPIC
examining colonial cultures

PREREQUISITE(S)
describe European colonization
describe colonial regionalization

INTEREST APPROACH (time: 3 minutes)
Specific questions on the types of cultures that existed in the colonial period will be asked including speculation on the social elements.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will examine colonial cultures. Performance will be satisfactory if the three primary regions of the colonies can be differentiated in terms of social aspects as determined by the unique differences in the host countries and the examinations are consistent with the text and the class discussions.

PREASSESSMENT

PREREQUISITE PRE-TEST (time: 0 minutes)
This section was not completed by the instructor.

STARTING POINT PRE-TEST (time: 3 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: discuss the social classes in the colonies
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.

ASSIGNMENTS (time: 20 minutes)
1. The student will review class notes, tex, and handouts.

SUBGOAL TOPIC: discuss Bacon's Rebellion
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.

ASSIGNMENTS (time: 20 minutes)
1. The student will review class notes, handouts, and text.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES
Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

NOTES

1. Life in the Chesapeake
   Slaves
   Freemen
   Indentured Servants
   Women
2. Bacon's Rebellion

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HIS121

U.S. History I

LESSON PLAN FOR CONTENT GOAL:
describe New England settlement

INSTRUCTIONAL TOPIC
describing New England settlement

PREREQUISITE(S)
describe European colonization
describe colonial regionalization
examine colonial cultures

INTEREST APPROACH (time: 3 minutes)
A review from the previous class will serve as an introduction to this instructional topic.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will describe New England settlements. Performance will be satisfactory if the primary political, social, economic, and religious elements of the New England society can be characterized and the descriptions are consistent with the text and the class discussions.

PREASSESSMENT

PREREQUISITE PRE-TEST (time: 0 minutes)
This section was not completed by the instructor.

STARTING POINT PRE-TEST (time: 3 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: describe the plymouth colony
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
ASSIGNMENTS (time: 20 minutes)
1. The student will review the class notes, text, and handouts.

SUBGOAL TOPIC: describe the Rhode Island colony
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 15 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
ASSIGNMENTS (time: 20 minutes)
1. The student will review the class notes, handouts, and text.

SUBGOAL TOPIC: describe Connecticut, New Hampshire, and Maine
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will highlight text index.
3. I will outline presentations.
4. I will teach content parts.
5. I will summarize main points.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the class notes, handouts, and text.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES
Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

NOTES
1. The founding of New England
   The greater importance of religion
   The Plymouth Colony
   The Massachusetts Bay Colony
2. Rhode Island
   Roger Williams
   Anne Hutchinson
   Ideals Instituted
3. Connecticut, New Hampshire, and Maine
   Connecticut: Thomas Hooker
   New Hampshire: separation from Mass.
   Maine: a separate start

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HIS121

U.S. History I

LESSON PLAN FOR CONTENT GOAL:
describe "middle" settlements

INSTRUCTIONAL TOPIC
describing "middle" settlements

PREREQUISITE(S)
examine colonial cultures
describe New England settlement

INTEREST APPROACH (time: 3 minutes)
A review of the previous section on the New England colonies will be given at the start of the class which will lead into the discussion of the middle colonies.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will describe "middle" settlements. Performance will be satisfactory if each of the middle colonies can be described in terms of the political, social, economic, and religious characteristics and the descriptions are consistent with the text and class discussions.

PREASSESSMENT

PREREQUISITE PRE-TEST (time: 0 minutes)
This section was not completed by the instructor.

STARTING POINT PRE-TEST (time: 3 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: describe the New York colony
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, handouts, and class notes.

SUBGOAL TOPIC: describe the New Jersey colony
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the class notes, handouts, and text.

SUBGOAL TOPIC: describe the Pennsylvania and Delaware colonies.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, notes, and handouts.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES
Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

NOTES
1. The Proprietary Grants:
New York: Duke of York
New Jersey: Sir George Carteret
Pennsylvania and Delaware: William Penn

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HIS121

U.S. History I

LESSON PLAN FOR CONTENT GOAL:
describe "southern" settlements

INSTRUCTIONAL TOPIC
describing "southern" settlements

PREREQUISITE(S)
examine colonial cultures
describe New England settlement
describe "middle" settlements

INTEREST APPROACH (time: 3 minutes)
The session will begin with comparisons drawn from the previous two areas of settlement as a means of reviewing the content and introducing the new content.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will describe "southern" settlements. Performance will be satisfactory if the primary southern colonies can be described in terms of political, economic, social, and religious aspects and the descriptions are consistent with the text and class discussions.

PREASSESSMENT

PREREQUISITE PRE-TEST (time: 3 minutes)
An informal, oral prerequisite test will be administered.

STARTING POINT PRE-TEST (time: 3 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: describe the Carolinas colony
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will highlight text index.
3. I will outline presentations.
4. I will teach content parts.
5. I will summarize main points.
6. I will provide handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, handouts, and class notes.

SUBGOAL TOPIC: describe the Georgia colony
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the class notes, handout, and text.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES

Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

NOTES

1. The Southern Colonies
   - The Carolinas
     - Grant to aristocrats
     - Fundamental constitutions
     - Establishment of royal colonies
   - The Georgia Colony
     - Created by George II
     - Purposes
     - Economic difficulties
     - Established as a royal colony

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HIS121

U.S. History I

LESSON PLAN FOR CONTENT GOAL:
critique colonial diversification

INSTRUCTIONAL TOPIC
critiquing colonial diversification

PREREQUISITE(S)
describe New England settlement
describe "middle" settlements
describe "southern" settlements

INTEREST APPROACH (time: 5 minutes)
The uniqueness of the American society will be briefly described in terms of class structures, mixed ancestries, the frontier, religious tolerance, the representativeness of government as a means of introducing the new content.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will critique colonial diversification. Performance will be satisfactory if ten distinctions are made between the various colonial regions and are described in accordance with the text and the class discussions.

PREASSESSMENT

PREREQUISITE PRE-TEST (time: 0 minutes)
This section was not completed by the instructor.

STARTING POINT PRE-TEST (time: 5 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: describe specific aspects of the southern colonies
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
The student will review the class notes, handouts, and text.

SUBGOAL TOPIC: describe the specific aspects of the middle colonies.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the class notes, text, and handouts.

SUBGOAL TOPIC: describe specific aspects of the New England colonies.

DOMAIN: Cognitive LEVEL: Understanding

THEORY OF LEARNING: Task Development

METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)

INSTRUCTOR PRACTICES

1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)

1. The student will review class notes, text, and handouts.

POST-TEST (time: 50 minutes)

This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES

Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

NOTES

1. The southern colonies:
   - Characteristics
   - The plantation system
   - The introduction of slavery
   - A slave economy
   - African culture
   - Southern aristocracy
2. The middle Colonies
   - Agrarian economy
   - Intercolonial trade
   - Land speculation
   - Immigration
   - Counties
3. The New England Colonies
   - Closely knit relationship
   - Family life
   - Crafts and trade
   - The cities

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HIS121

U.S. History I

LESSON PLAN FOR CONTENT GOAL:
compare colonial governments

INSTRUCTIONAL TOPIC
comparing colonial governments

PREREQUISITE(S)
critique colonial diversification

INTEREST APPROACH (time: 5 minutes)
The types of political systems will be described and compared to the present day--in terms of the feasibility and benefit of the more centralized versus decentralized approaches.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will compare colonial governments. Performance will be satisfactory if the four primary forms of colonial government are identified and compared and the comparisons are consistent with the text and class discussions.

PREASSESSMENT

PREREQUISITE PRE-TEST (time: 0 minutes)
This section was not completed by the instructor.

STARTING POINT PRE-TEST (time: 5 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: describe the eighteenth century politics
DOMAIN: Cognitive LEVEL: Fact
THEORY OF LEARNING: Association
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will outline presentations.
4. I will teach content parts.
5. I will summarize main points.
6. I will provide handout.
7. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, notes, and handouts.

SUBGOAL TOPIC: describe the specific governing structures.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 30 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, notes, and handouts.

SUBGOAL TOPIC: describe the issue of the question of authority.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will specify assignments.
2. I will seek student feedback.
3. I will solicit feedback.
4. I will ask why, what, & how.
5. I will field questions.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, handouts, and notes.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES
Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

NOTES
1. Government
   Eight royal colonies
   Five colonies self-governing
2. The Governor
3. The governor's council
4. The Assembly
5. The Question of Authority

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HIS121

U.S. History I

LESSON PLAN FOR CONTENT GOAL:
examine "Great Awakening" era

INSTRUCTIONAL TOPIC
examining "Great Awakening" era

PREREQUISITE(S)
critique colonial diversification
compare colonial governments

INTEREST APPROACH (time: 5 minutes)
A reading on the effects of the witchcraft trials will be given as a means of introducing the concept--leading to advancements in a number of areas.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will examine the "Great Awakening" era. Performance will be satisfactory if the primary areas of advancement are examined as detailed in the text and described in the class lecture.

PREASSESSMENT

PREREQUISITE PRE-TEST (time: 0 minutes)
This section was not completed by the instructor.

STARTING POINT PRE-TEST (time: 5 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: describe the advancements in education.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review class notes, handouts, and text.

SUBGOAL TOPIC: describe advancements in science.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, notes, and handouts.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES
Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

NOTES

1. Education
   - Colonial schools
   - Elementary schools
   - Higher Education
     - John Harvard
     - John Winthrop
   - William and Mary
   - Curricula
   - Medicine
2. Science
   - Alexander Garden
   - Cotton Mather

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HIS121

U.S. History I

LESSON PLAN FOR CONTENT GOAL:
examine European/American conflicts

INSTRUCTIONAL TOPIC
examining European/American conflicts

PREREQUISITE(S)
There are no prerequisites.

INTEREST APPROACH (time: 3 minutes)
Difficulties with the issue of cooperation will be explored in terms of identifying how conflicts rose between the colonies and their host nations and the indians.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will examine European/American conflicts. Performance will be satisfactory if one conflict between the "American" colonies and each of the hosting European countries is detailed and the examinations are consistent with the text and the lectures that are provided in class.

PREASSESSMENT

STARTING POINT PRE-TEST (time: 5 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: describe factors causing colonies to become distinct.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, handouts, and notes.

SUBGOAL TOPIC: discuss the eastern and western conflicts.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, notes, and handouts.

SUBGOAL TOPIC: describe the indian warfare.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, notes, and handouts.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES
Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

NOTES
1. Factors causing colonies to become distinct entities
   Distance
   Isolation
   Poor transportation
2. Eastern and Western conflicts
   Source of sharpest disagreements
   Different needs for the frontier
   Unfair representation
3. Indian warfare
   Indian control
   Gradual invasion
   Paxton Boys

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HIS121

U.S. History I

LESSON PLAN FOR CONTENT GOAL:
identify "French and Indian War" consequences

INSTRUCTIONAL TOPIC
identifying "French and Indian War" consequences

PREREQUISITE(S)
examine European/American conflicts

INTEREST APPROACH (time: 5 minutes)
The question of eighteenth century politics will be introduced by describing the three types of colonies as governing by an English authority.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will identify "French and Indian War" consequences. Performance will be satisfactory if the primary reasons for the war are chronicled, the major events of the war are detailed, the implications for colonial governance are identified and the identifications are consistent with the text and the class discussions.

PREASSESSMENT

PREREQUISITE PRE-TEST (time: 0 minutes)
This section was not completed by the instructor.

STARTING POINT PRE-TEST (time: 5 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: describe the French and Indian Wars
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 15 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the handouts, text, and notes.

SUBGOAL TOPIC: describe the Albany Congress
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 15 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, handouts, and notes.

SUBGOAL TOPIC: describe the Peace of Paris of 1763.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 15 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, handouts, and notes.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES
Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

NOTES
1. Three French and Indian Wars
   King William's War
   Queen Anne's War
   King George's War
2. The Albany Congress
   The Purpose
   Failure or Both Sides
3. The French and Indian War Results
   Desire for more land
   Desire for more control
   Early French victories
   Effects of the War
4. Britain's new Empire

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HIS121

U.S. History I

LESSON PLAN FOR CONTENT GOAL:
describe American political developments

INSTRUCTIONAL TOPIC
describing American political developments

PREREQUISITE(S)
compare colonial governments
examine European/American conflicts
identify "French and Indian War" consequences

INTEREST APPROACH (time: 5 minutes)
Descriptions of the new British empire will be given and some of the postwar difficulties will be explained as a means of introducing the concept.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will describe American political developments. Performance will be satisfactory if the major political events of the early 1800s can be described in accordance with class discussions and the text.

PREASSESSMENT

PREREQUISITE PRE-TEST (time: 0 minutes)
This section was not completed by the instructor.

STARTING POINT PRE-TEST (time: 5 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: describe Britain's new empire
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, notes, and handouts.

SUBGOAL TOPIC: discuss the discord to disunion
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES

1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, notes, and handouts.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES
Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

NOTES
1. Problems after the war
   Increased expenses
   Administrative difficulties
2. The Proclamation of 1763
3. New Programs to Raise revenue
4. From Discord to Disunion
   Major shift in popular opinion
   Prominent leaders
   Trouble in Massachusetts
   A period of peace
   The Boston Tea Party
   The Intolerable Acts
   The Continental Congresses

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U.S. History I

LESSON PLAN FOR CONTENT GOAL:
describe Revolutionary War events

INSTRUCTIONAL TOPIC
describing Revolutionary War events

PREREQUISITE(S)
describe American political developments

INTEREST APPROACH (time: 5 minutes)
A handout describing the underlying causes of the Revolutionary War will be disseminated and used as the basis for the lecture on this topic.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will describe Revolutionary War events. Performance will be satisfactory if the prewar conditions, financing the war, America's strategic advantages, and the military highlights of the war are described and the descriptions are consistent with text, notes, and handouts.

PREASSESSMENT

PREREQUISITE PRE-TEST (time: 0 minutes)
This section was not completed by the instructor.

STARTING POINT PRE-TEST (time: 5 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: describe pre-war America
DOMAIN: Cognitive LEVEL: Fact
THEORY OF LEARNING: Association
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will highlight concepts.
2. I will establish associations.
3. I will review previous class.
4. I will share examples.

ASSIGNMENTS (time: 20 minutes)
1. The student will study handout.
2. The student will review the text and notes.

SUBGOAL TOPIC: describe America's strategic advantages
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review notes, text, and handouts.

SUBGOAL TOPIC: describe military conflicts with the British.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review handouts, text, and notes.

SUBGOAL TOPIC: describe the peace negotiations.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review text, handouts, and notes.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES

Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

Alden, John R. The American Revolution, 1775-1783. New York: Harper and Row, 1954.

Jameson, J. Franklin. The American Revolution Considered as a Social Movement. Princeton, N.J.: Princeton University Press. 1926.

Morris, Richard B. The American Revolution Reconsidered. New York: Harper and Row. 1967.

NOTES

1. The Pre-War America
   - Scant population
   - No army, navy or real government
   - Support of one-fifth of the population
   - Raising an army
   - Financing the war
2. America's strategic advantages
   - Great distance from England
   - Not dependent on single city
   - Vast area
   - Guerrilla tactics
   - Little war support in England
3. Military Conflicts
   - Boston
   - South
   - Canada
   - New York City
   - Trenton and Princeton
   - Saratoga
   - Valley Forge
   - Yorktown
4. Peace Negotiations
   - Britain's predicament
   - John Jay
   - Peace of Paris

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HIS121

U.S. History I

LESSON PLAN FOR CONTENT GOAL:
describe "Confederate" period

INSTRUCTIONAL TOPIC
describing "Confederate" period

PREREQUISITE(S)
compare colonial governments
describe American political developments
describe Revolutionary War events

INTEREST APPROACH (time: 3 minutes)
An overview of the effects of the war and the limitations of the new government will be described and comparisons will be drawn to present day situations.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will describe "Confederate" period. Performance will be satisfactory if the "Articles" are described in terms of the delegation of powers between the federal and state governments and implications for the two bodies and the descriptions are consistent with the text and class discussions.

PREASSESSMENT

PREREQUISITE PRE-TEST (time: 0 minutes)
This section was not completed by the instructor.

STARTING POINT PRE-TEST (time: 5 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: describe measures to create a national government.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, notes, and handouts.

SUBGOAL TOPIC: describe the Confederate period.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, notes, and handouts.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES
Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

Wood, Gordon S. Creation of the American Republic, 1776-87. Chapel Hill: University of North Carolina press. 1969.

NOTES
1. Creating a National government
   The Articles of Confederation
   States' Vote
   States' Rights
   Limitations on federal powers
   Congressional powers
   Problems of ratification
2. The Confederate Period
   Causes of difficulties
   Foreign Affairs
   The Western lands
   Economic problems
   Shay's Rebellion

Developed/Revised: August 31, 1991

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HIS121

U.S. History I

LESSON PLAN FOR CONTENT GOAL:
describe American government

INSTRUCTIONAL TOPIC
describing American government

PREREQUISITE(S)
compare colonial governments
describe American political developments
describe "Confederate" period

INTEREST APPROACH (time: 3 minutes)
Information pertaining to the effects of Shay's Rebellion, the economic conditions of the period, and the questioned role of a centralized government will be used to introduce this concept.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will describe American government. Performance will be satisfactory if the need for a strong central government, the controversies and compromises, the ratification process, and the new government are described and the descriptions are consistent with the text, notes, and handouts.

PREASSESSMENT

PREREQUISITE PRE-TEST (time: 0 minutes)
This section was not completed by the instructor.

STARTING POINT PRE-TEST (time: 3 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: describe the Constitutional Convention
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the notes, text, and handouts.

SUBGOAL TOPIC: describe the need to strengthen the central government.

DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES

1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.

ASSIGNMENTS (time: 20 minutes)

1. The student will review the text, notes, and handouts.

SUBGOAL TOPIC: describe the proposals for a new government.

DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES

1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)

1. The student will review the notes, text, and handouts.

SUBGOAL TOPIC: describe the ratification process.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the notes, text, and handouts.

SUBGOAL TOPIC: describe the new government.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, notes, and handouts.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES
Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

Charles, Joseph. The Origins of the American Party. Williamsburg, Va.: The Institute of Early American History and Culture. 1956.

NOTES

1. The Constitutional Convention
   Purpose
   The Delegates
   Strengthening the Central Government
   Controversy and Compromise
2. Ratification
3. The New Government
   Meeting of the First Congress
   Washington as President
   The first Congress legislates
   Hamilton's fiscal policy
   First Signs of Political Tension

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HIS121

U.S. History I

LESSON PLAN FOR CONTENT GOAL:
describe early American foreign affairs

INSTRUCTIONAL TOPIC
describing early American foreign affairs

PREREQUISITE(S)
examine European/American conflicts
identify "French and Indian War" consequences
describe Revolutionary War events
describe "Confederate" period
describe American government

INTEREST APPROACH (time: 3 minutes)
Information pertaining to America's ability to be recognized as a legitimate and sovereign nation will be presented as a means of introducing this concept.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will describe early American foreign affairs. Performance will be satisfactory if events with the English and French authorities are described and the descriptions are consistent with the text and class discussions.

PREASSESSMENT

PREREQUISITE PRE-TEST (time: 0 minutes)
This section was not completed by the instructor.

STARTING POINT PRE-TEST (time: 5 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: describe the French Revolution.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, notes, and handouts.

SUBGOAL TOPIC: describe British aggression.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the notes, text, and handouts.

SUBGOAL TOPIC: describe the Whiskey Rebellion.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, handouts, and notes.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES
Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

NOTES

1. French revolution
   Clashes between Hamilton and Jefferson
   Washington's Proclamation of Neutrality
   Citizen Genet
2. British Aggression
   England and French capture of American ships
   England's aid to Northwest Indians
   John Jay's Treaty
   Pinckney's treaty
3. The Whiskey rebellion

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HIS121

U.S. History I

LESSON PLAN FOR CONTENT GOAL:
describe political parties

INSTRUCTIONAL TOPIC
describing political parties

PREREQUISITE(S)
describe American government
describe early American foreign affairs

INTEREST APPROACH (time: 3 minutes)
The origination of political parties and the reasons for the development will be given as a means of introducing the concept.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will describe political parties. Performance will be satisfactory if the two party system and the major points of difference are cited and the descriptions are consistent with the text and lecture.

PREASSESSMENT

PREREQUISITE PRE-TEST (time: 0 minutes)
This section was not completed by the instructor.

STARTING POINT PRE-TEST (time: 3 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: describe political parties: a practical invention.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, notes, and handout .

SUBGOAL TOPIC: discuss the major points of difference.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, notes, and handouts.

SUBGOAL TOPIC: discuss the election of 1796.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, notes. and handouts.

SUBGOAL TOPIC: describe Adams administration.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, handouts, and notes.

SUBGOAL TOPIC: describe the election of 1800
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, handouts, and notes.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES

Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

Hofstadler, Richard. The Idea of a Party System: The Rise of Legitimate Opposition in the United States, 1780-1840. Berkeley: University of California Press. 1969.

NOTES
1. Political Parties
   Democrat Republicans
   Federalists
2. Major Points of Difference
   The strength of the federal government
   Economic priorities
   The nature of society
3. The Election of 1796
   Candidates
   Results
4. The Adams Administration
   General characteristics
   Conflicts with france
   The Alien and Sedition Acts
5. The Election of 1800
   Candidates
   Results
   Passage of the 12th Amendment
6. Federalists Accomplishments
   Achievements
   Reasons for decline of Federalism

Developed/Revised: August 31, 1991

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HIS121

U.S. History I

LESSON PLAN FOR CONTENT GOAL:
critique early political events

INSTRUCTIONAL TOPIC
critiquing early political events

PREREQUISITE(S)
examine European/American conflicts
describe American political developments
describe American government
describe early American foreign affairs
describe political parties

INTEREST APPROACH (time: 3 minutes)
Information will be given on the changes of administration and the significance of the Jeffersonian victory. Descriptions of the domestic and international situations will also be given as a means of introducing the 1800s.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will critique early political events. Performance will be satisfactory if domestic and international affairs are described and the critique is consistent with the text and class discussions.

PREASSESSMENT

PREREQUISITE PRE-TEST (time: 3 minutes)
An informal, oral prerequisite test will be administered.

STARTING POINT PRE-TEST (time: 3 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: discuss the significance of the Jeffersonian victory.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the notes, text, and handouts.

SUBGOAL TOPIC: discuss the old and new policies.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, notes, and handouts.

SUBGOAL TOPIC: discuss the war on the judiciary.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the notes, text, and handout.

SUBGOAL TOPIC: discuss the western movement.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, notes, and handouts.

SUBGOAL TOPIC: discuss domestic problems.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, notes, and handouts.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES
Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

NOTES

1. Domestic changes
   Significance of the Jeffersonian victory
   Jefferson the man
   The inauguration
   Old and new policies
2. The War on the Judiciary
3. The Western Movement
   The Louisiana Purchase
   Exploration
4. Domestic Problems
   The Essex Junto
   Opposition to Jefferson
5. International Problems
   Tripoli's declaration of war
   The French and British conflict

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HIS121

U.S. History I

LESSON PLAN FOR CONTENT GOAL:
describe "War of 1812" events

INSTRUCTIONAL TOPIC
describing "War of 1812" events

PREREQUISITE(S)
critique early political events

INTEREST APPROACH (time: 3 minutes)
An introduction consisting of information of the U.S.' unprepared fiscal situation, the inadequate army and navy, and the divided population will be presented.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will describe "War of 1812" events. Performance will be satisfactory if the primary military campaigns are described and the descriptions are consistent with the text and class discussions.

PREASSESSMENT

PREREQUISITE PRE-TEST (time: 0 minutes)
This section was not completed by the instructor.

STARTING POINT PRE-TEST (time: 3 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: describe the Canadian campaign
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, notes, and handouts.

SUBGOAL TOPIC: describe the naval war.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, notes, and handout.

SUBGOAL TOPIC: describe the British attack.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will diagram process.
3. I will tab text book.
4. I will highlight text index.
5. I will outline presentations.
6. I will teach content parts.
7. I will summarize main points.
8. I will provide handout.
9. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, notes, and handouts.

SUBGOAL TOPIC: describe the Hartford Convention.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will review the text, notes, and handouts.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES

Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

Banner, James. To the Hartford Convention. New York: Knopt. 1970.

Bennis, Samuel F. Quincy Adams and the Foundations of American Foreign Policy. New York: Knopt. 1949.

Horsman, Reginald. The Causes of the War of 1812. New York: Octagon. 1970.

NOTES

1. Situation in America
   Unprepared financially
   Inadequate army and navy
   Divided Population
2. The Canadian Campaign
   Canada's desire for independence
   Three American invasions
3. The naval war
   Early American victories
   Problems
4. The British attack
   Washington, D.C.
   Unsuccessful three-pronged attack
   Lake Champlain
   The Battle of New Orleans
5. The Hartford Convention
   An attempt to restore commercial dominance
   Popular distrust and rejection of proposals

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HIS121

U.S. History I

LESSON PLAN FOR CONTENT GOAL:
critique early American society

INSTRUCTIONAL TOPIC
critiquing early American society

PREREQUISITE(S)
examine "Great Awakening" era

INTEREST APPROACH (time: 3 minutes)
A discussion of "America on the move" which will focus on the postwar culture will be used as a means of introducing this concept.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will critique the early American society. Performance will be satisfactory if one area of society, including mobility, culture, and labor can be described for one of the three regions as discussed in class and is consistent with the text.

PREASSESSMENT

PREREQUISITE PRE-TEST (time: 0 minutes)
This section was not completed by the instructor.

STARTING POINT PRE-TEST (time: 3 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: describe the decline in the cities.
DOMAIN: Cognitive LEVEL: Fact
THEORY OF LEARNING: Stimulus-Response-Reinforcement
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will seek student feedback.
2. I will solicit feedback.
3. I will ask why, what, & how.
4. I will field questions.
5. I will play devil's advocate.
ASSIGNMENTS (time: 20 minutes)
1. The student will read document.
2. The student will identify associations.

SUBGOAL TOPIC: describe manners and attitudes.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Discussion (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will outline presentations.
3. I will teach content parts.
4. I will summarize main points.
ASSIGNMENTS (time: 20 minutes)
1. The student will practice skill.

SUBGOAL TOPIC: describe education systems.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Discussion (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will outline presentations.
3. I will teach content parts.
4. I will summarize main points.
ASSIGNMENTS (time: 25 minutes)
1. The student will practice skill.
2. The student will complete worksheet.

SUBGOAL TOPIC: describe new religious enthusiasm.
DOMAIN: Cognitive LEVEL: Fact
THEORY OF LEARNING: Association
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will highlight concepts.
2. I will establish associations.
3. I will identify concepts.
4. I will reproduce figures.
5. I will reproduce tables.
6. I will review previous class.
7. I will share examples.
ASSIGNMENTS (time: 20 minutes)
1. The student will study handout.
2. The student will read document.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES
Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

Dangerfield, George. The Awakening of American Nationalism, 1815-1828. New York: Harper and Row. 1965.

NOTES

1. Americans on the move: new population center
2. Decline in the Cities
   Urban slums
   Inadequate public services
3. Manners and Attitudes
   Rejection of European pretensions
   Development of social equality
4. Education
   Development of the school system
   Provisions for public education
   Colleges
5. New Religious Enthusiasm
   The second Great Awakening
   Revivalism
   Major contributions to the settling of the west

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U.S. History I

LESSON PLAN FOR CONTENT GOAL:
critique early American economy

INSTRUCTIONAL TOPIC
critiquing early American economy

PREREQUISITE(S)
critique early American society

INTEREST APPROACH (time: 3 minutes)
A review of the changing society and national developments will be used as a means of introducing the concept of the new economy.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will critique the early American economy. Performance will be satisfactory if three regional economies, including northern, middle, and agrarian (southern) are critiqued and the critiques are consistent with the text and the class discussions.

PREASSESSMENT

PREREQUISITE PRE-TEST (time: 0 minutes)
This section was not completed by the instructor.

STARTING POINT PRE-TEST (time: 3 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: describe the American economy.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will specify assignments.
8. I will seek student feedback.
9. I will solicit feedback.
10. I will ask why, what, & how.

ASSIGNMENTS (time: 35 minutes)
1. The student will study handout.
2. The student will read document.
3. The student will complete worksheet.

SUBGOAL TOPIC: critique industrialization.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 30 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will outline presentations.
3. I will teach content parts.
ASSIGNMENTS (time: 45 minutes)
1. The student will study handout.
2. The student will read document.
3. The student will complete worksheet.

SUBGOAL TOPIC: describe waterways and overland transportation.
DOMAIN: Cognitive LEVEL: Fact
THEORY OF LEARNING: Association
METHOD OF DELIVERY: Lecture/Presentation (time: 30 minutes)
INSTRUCTOR PRACTICES
1. I will highlight concepts.
2. I will identify concepts.
3. I will teach content parts.
4. I will summarize main points.
ASSIGNMENTS (time: 35 minutes)
1. The student will study handout.
2. The student will read document.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES
Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

NOTES
1. The American economy
   Madison's new goals
   Plans included in Madison's address to Congress
   Protective tariffs
   Revival of the national bank
2. Early Industrialization
   Minor inventions and mechanical improvements
   Eli Whitney
   The development of the factory
3. Waterways and transportation
   Problems
   Roads and Bridges
   Water transportation

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HIS121

U.S. History I

LESSON PLAN FOR CONTENT GOAL:
examine the "Era of Good Feelings"

INSTRUCTIONAL TOPIC
examining the "Era of Good Feelings"

PREREQUISITE(S)
critique early American society
critique early American economy

INTEREST APPROACH (time: 5 minutes)
The "good times and bad" will be described with the entry of James Monroe as President. The concept of the Era of Good Feelings will be extended to include the issue of sectional strains--including the differences between geographic regions, the Panic of 1819, the slavery question, and sectional politics.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will examine the "Era of Good Feelings". Performance will be satisfactory if this period can be characterized in terms of political stability, internal economic growth and prosperity and successful foreign affairs, and the examinations are consistent with the text and the class discussions.

PREASSESSMENT

PREREQUISITE PRE-TEST (time: 0 minutes)
This section was not completed by the instructor.

STARTING POINT PRE-TEST (time: 3 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: describe the Era of Good Feelings.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 30 minutes)
INSTRUCTOR PRACTICES
1. I will highlight concepts.
2. I will outline agenda.
3. I will teach content parts.
4. I will summarize main points.
5. I will provide handout.
6. I will talk through handout.

ASSIGNMENTS (time: 35 minutes)
1. The student will study handout.
2. The student will complete worksheet.

SUBGOAL TOPIC: describe sectional strains on national unity.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will outline presentations.
3. I will teach content parts.
4. I will summarize main points.
5. I will specify assignments.
6. I will seek student feedback.
7. I will solicit feedback.
8. I will ask why, what, & how.

ASSIGNMENTS (time: 30 minutes)
1. The student will complete worksheet.
2. The student will conduct structured review.

SUBGOAL TOPIC: describe the slavery issue.
DOMAIN: Cognitive LEVEL: Fact
THEORY OF LEARNING: Association
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will highlight concepts.
2. I will establish associations.
3. I will identify concepts.
4. I will teach content parts.
5. I will summarize main points.

ASSIGNMENTS (time: 20 minutes)
1. The student will study handout.

SUBGOAL TOPIC: describe sectional strains.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 30 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will teach content parts.
3. I will summarize main points.
4. I will provide handout.
5. I will talk through handout.

ASSIGNMENTS (time: 15 minutes)
1. The student will study handout.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES

Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

Eaton, Clement. Henry Clay and the Art of American Politics. Boston: Little, Brown. 1957.

Eaton, Clement. A History of the Old South. 3rd. ed., New York: Macmillan, 1975.

NOTES
1. Era of Good Feelings
   James Monroe as President
   Domestic harmony and prosperity
2. Sectional Strains on National Unity
   Major points of difference
   The Panic of 1819
3. The Slavery Issue
4. Sectional Politics
5. The Adams Administration
   The Election of 1824
   Adams and the American System
   The Tariff of Abomination
   International problems
   The Jacksonians wait their term

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HIS121

U.S. History I

LESSON PLAN FOR CONTENT GOAL:
explain American political changes

INSTRUCTIONAL TOPIC
explaining American political changes

PREREQUISITE(S)
describe American political developments
describe American government
critique early political events

INTEREST APPROACH (time: 3 minutes)
An introductory discussion on the democratization of politics which includes suffrage, political changes, and social changes will be used.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will explain American political changes. Performance will be satisfactory if the major political parties are described in terms of characteristics, leaders and philosophy and the explanations are consistent with the text and class discussions.

PREASSESSMENT

PREREQUISITE PRE-TEST (time: 0 minutes)
This section was not completed by the instructor.

STARTING POINT PRE-TEST (time: 3 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: describe Jacksonian politics.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will highlight concepts.
2. I will outline agenda.
3. I will outline presentations.
4. I will teach content parts.
5. I will summarize main points.
6. I will specify assignments.

ASSIGNMENTS (time: 35 minutes)
1. The student will study handout.
2. The student will review notes and text.

SUBGOAL TOPIC: describe the bank war.
DOMAIN: Cognitive LEVEL: Fact
THEORY OF LEARNING: Association
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will highlight concepts.
2. I will establish associations.
3. I will identify concepts.
4. I will reproduce figures.
5. I will teach content parts.
6. I will summarize main points.

ASSIGNMENTS (time: 20 minutes)
1. The student will study handout.

SUBGOAL TOPIC: describe the new two-party system.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 30 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will outline presentations.
3. I will teach content parts.
4. I will summarize main points.
5. I will provide handout.
6. I will talk through handout.

ASSIGNMENTS (time: 30 minutes)
1. The student will complete worksheet.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES

Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

McCormick, Richard. The Second American Party System: Its Formation in the Jacksonian Era. Chapel Hill: University of North Carolina Press. 1966.

Foreman, Grant. Indian Removal: The Emigration of Five Civilized Tribes. Norman: University of Oklahoma Press. 1969.

NOTES
1. The Election of 1828
2. Jacksonian Politics
3. The Bank War
4. The New Two-Party System

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HIS121

U.S. History I

LESSON PLAN FOR CONTENT GOAL:
explain national expansion

INSTRUCTIONAL TOPIC
explaining national expansion

PREREQUISITE(S)
explain American political changes

INTEREST APPROACH (time: 3 minutes)
The exploitations of the American indians will be reviewed as a means of introducing the growth of the west.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will explain national expansion. Performance will be satisfactory if the territorial acquisitions are described in terms of reasons for expansion and political boundaries and the explanations are consistent with the text and class discussions.

PREASSESSMENT

PREREQUISITE PRE-TEST (time: 0 minutes)
This section was not completed by the instructor.

STARTING POINT PRE-TEST (time: 0 minutes)
This section was not completed by the instructor.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: describe the growth of the west.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will outline presentations.
3. I will teach content parts.
4. I will summarize main points.
5. I will provide handout.
6. I will talk through handout.

ASSIGNMENTS (time: 20 minutes)
1. The student will complete worksheet.

SUBGOAL TOPIC: describe commercial expansion.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.

ASSIGNMENTS (time: 45 minutes)
1. The student will study handout.
2. The student will read document.
3. The student will complete worksheet.

SUBGOAL TOPIC: describe agriculture expansion.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will teach content parts.
5. I will summarize main points.
6. I will provide handout.
7. I will talk through handout.

ASSIGNMENTS (time: 45 minutes)
1. The student will study handout.
2. The student will read document.
3. The student will complete worksheet.

SUBGOAL TOPIC: describe industrial growth.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will highlight text index.
4. I will outline presentations.
5. I will teach content parts.
6. I will summarize main points.
7. I will provide handout.
8. I will talk through handout.

ASSIGNMENTS (time: 45 minutes)
1. The student will study handout.
2. The student will read document.
3. The student will complete worksheet.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES
Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

Bartlett, Irving. The American Mind in the Mid-nineteenth Century. New York: Crowell. 1967.

NOTES

1. Growth of the West
   Waves of settlement
   Life on the Frontier
   Railroads
2. Commercial Expansion
   Foreign trade
   Domestic trade
3. Agricultural Expansion
   Mechanization
   The growth of slavery
4. Industrial Growth
   Sectional aspects
   The American worker
   The Labor movement
   Immigrants as workers

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U.S. History I

LESSON PLAN FOR CONTENT GOAL:
describe religious reformation

INSTRUCTIONAL TOPIC
describing religious reformation

PREREQUISITE(S)
critique early American society
explain national expansion

INTEREST APPROACH (time: 5 minutes)
Like the period of the Great Awakening in the early eighteenth century, the pre-Civil War era was a time of tremendous religious change in America. The extent of this change will be described briefly as a means of introducing this concept.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will describe religious reformation. Performance will be satisfactory if one period of reformation is described and the description is consistent with the text and class lectures.

PREASSESSMENT

PREREQUISITE PRE-TEST (time: 0 minutes)
This section was not completed by the instructor.

STARTING POINT PRE-TEST (time: 3 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: describe the religious and philosophical background.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 30 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will outline presentations.
3. I will teach content parts.
4. I will summarize main points.
5. I will provide handout.
6. I will talk through handout.

ASSIGNMENTS (time: 35 minutes)
1. The student will study handout.
2. The student will read document.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES
Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

Boller, P.F. American Transcendentalism, 1830-1860: An Intellectual Inquiry. New York: Putman, 1974.

NOTES
1. Evangelicalism
2. Transcendentalism
3. Lutherans
4. Congregationalists

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HIS121

U.S. History I

LESSON PLAN FOR CONTENT GOAL:
examine mid-American culture

INSTRUCTIONAL TOPIC
examining mid-American culture

PREREQUISITE(S)
examine "Great Awakening" era
critique early American society
explain national expansion
describe religious reformation

INTEREST APPROACH (time: 5 minutes)
The changes in culture in the pre-Civil War era will be described in terms of the previous epochs and today's conditions. Major authors, artists, and leaders of reform movements will be briefly described.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will examine mid-American culture. Performance will be satisfactory if the social aspects, major cultural events, and leaders are described and the examinations are consistent with the text and class discussions.

PREASSESSMENT

PREREQUISITE PRE-TEST (time: 0 minutes)
This section was not completed by the instructor.

STARTING POINT PRE-TEST (time: 3 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: describe the changes in literature.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will outline presentations.
2. I will teach content parts.
3. I will summarize main points.
4. I will provide handout.
5. I will talk through handout.
ASSIGNMENTS (time: 45 minutes)
1. The student will study handout.
2. The student will read document.
3. The student will complete worksheet.

SUBGOAL TOPIC: describe changes in the visual arts.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 30 minutes)
INSTRUCTOR PRACTICES
1. I will outline presentations.
2. I will teach content parts.
3. I will summarize main points.
4. I will provide handout.
5. I will talk through handout.

ASSIGNMENTS (time: 45 minutes)
1. The student will study handout.
2. The student will read document.
3. The student will complete worksheet.

SUBGOAL TOPIC: describe other reform movements.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 30 minutes)
INSTRUCTOR PRACTICES
1. I will highlight concepts.
2. I will outline agenda.
3. I will outline presentations.
4. I will teach content parts.
5. I will summarize main points.
6. I will ask why, what, & how.

ASSIGNMENTS (time: 60 minutes)
1. The student will study handout.
2. The student will read document.
3. The student will complete worksheet.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES

Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

Matthiessen, P.O. American Renaissance. London: Oxford University Press. 1941.

Filler, Louis. The Crusade Against Slavery. New York: Harper. 1960.

NOTES

1. Literature
   Ralph Waldo Emerson
   Henry David Thoreau
   Walt Whitman
   Nathaniel Hawthorne
   Herman Melville
   Edgar Allan Poe
2. Visual Arts
   The Hudson River School
   Paintings of Americana
3. Reform Movements
   Model communities
   Educational reforms
   The temperance movement
   The peace movement
   Women's rights
   The abolitionists movement

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U.S. History I

LESSON PLAN FOR CONTENT GOAL:
examine manifest destiny

INSTRUCTIONAL TOPIC
examining manifest destiny

PREREQUISITE(S)
explain national expansion

INTEREST APPROACH (time: 3 minutes)
An overview of the amount of land that was occupied and settled during the period of what is defined as "Manifest Destiny" will be given.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will examine manifest destiny. Performance will be satisfactory if two reasons for the growth of manifest destiny are examined as well as three implications resulting from the period and the examinations are consistent with class discussions and the text.

PREASSESSMENT

PREREQUISITE PRE-TEST (time: 3 minutes)
An informal, oral prerequisite test will be administered.

STARTING POINT PRE-TEST (time: 3 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: describe the origins of the expansion movement.
DOMAIN: Cognitive LEVEL: Fact
THEORY OF LEARNING: Association
METHOD OF DELIVERY: Lecture/Presentation (time: 30 minutes)
INSTRUCTOR PRACTICES
1. I will highlight concepts.
2. I will establish associations.
3. I will teach content parts.
4. I will summarize main points.
5. I will provide handout.
6. I will talk through handout.

ASSIGNMENTS (time: 40 minutes)
1. The student will study handout.
2. The student will read document.

SUBGOAL TOPIC: describe Polk's administration.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 25 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will diagram process.
3. I will outline presentations.
4. I will teach content parts.
5. I will summarize main points.

ASSIGNMENTS (time: 50 minutes)
1. The student will study handout.
2. The student will read document.
3. The student will complete worksheet.

SUBGOAL TOPIC: describe further western expansion.
DOMAIN: Cognitive LEVEL: Fact
THEORY OF LEARNING: Association
METHOD OF DELIVERY: Lecture/Presentation (time: 30 minutes)
INSTRUCTOR PRACTICES
1. I will highlight concepts.
2. I will establish associations.
3. I will identify concepts.
4. I will teach content parts.
5. I will summarize main points.
ASSIGNMENTS (time: 40 minutes)
1. The student will study handout.
2. The student will read document.

SUBGOAL TOPIC: describe sectionalism and new territories.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 30 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will tab text book.
3. I will outline presentations.
4. I will teach content parts.
5. I will summarize main points.
ASSIGNMENTS (time: 60 minutes)
1. The student will study handout.
2. The student will read document.
3. The student will complete worksheet.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES
Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

NOTES
1. Origins of Expansionist Movement
2. Polk's Administration
3. Further Western Expansion
4. The Mexican War
5. The Election of 1848
6. Sectionalism and the New Territories

Developed/Revised: August 31, 1991

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HIS121

U.S. History I

LESSON PLAN FOR CONTENT GOAL:
compare 1850s political developments

INSTRUCTIONAL TOPIC
comparing 1850s political developments

PREREQUISITE(S)
describe American political developments
describe American government
describe political parties
critique early political events
explain American political changes

INTEREST APPROACH (time: 5 minutes)
The effects of the Compromise of 1850 will be reviewed as a means of indicating the amount of tension and hostility between geographic regions. In addition, other influences of thought will be described such as Harriet Beecher Stowe's work.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will compare 1850s political developments. Performance will be satisfactory if all major developments are compared in accordance with criteria given on the class handout and the comparisons are consistent with the class discussions, lectures, and text.

PREASSESSMENT

PREREQUISITE PRE-TEST (time: 3 minutes)
An informal, oral prerequisite test will be administered.

STARTING POINT PRE-TEST (time: 3 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: describe Pierce administration.
DOMAIN: Cognitive LEVEL: Fact
THEORY OF LEARNING: Association
METHOD OF DELIVERY: Lecture/Presentation (time: 30 minutes)
INSTRUCTOR PRACTICES
1. I will highlight concepts.
2. I will establish associations.
3. I will identify concepts.
4. I will teach content parts.
5. I will summarize main points.
ASSIGNMENTS (time: 40 minutes)
1. The student will study handout.
2. The student will read document.

SUBGOAL TOPIC: describe reasons for the decline of Manifest Destiny.
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Lecture/Presentation (time: 25 minutes)
INSTRUCTOR PRACTICES
1. I will outline agenda.
2. I will outline presentations.
3. I will teach content parts.
4. I will summarize main points.
5. I will provide handout.
ASSIGNMENTS (time: 20 minutes)
1. The student will complete worksheet.

SUBGOAL TOPIC: discuss Buchanan as President.
DOMAIN: Cognitive LEVEL: Fact
THEORY OF LEARNING: Association
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will highlight concepts.
2. I will establish associations.
3. I will identify concepts.
4. I will teach content parts.
5. I will summarize main points.
ASSIGNMENTS (time: 20 minutes)
1. The student will study handout.

SUBGOAL TOPIC: describe the Lincoln administration.
DOMAIN: Cognitive LEVEL: Fact
THEORY OF LEARNING: Association
METHOD OF DELIVERY: Lecture/Presentation (time: 25 minutes)
INSTRUCTOR PRACTICES
1. I will highlight concepts.
2. I will establish associations.
3. I will identify concepts.
4. I will teach content parts.
5. I will summarize main points.

ASSIGNMENTS (time: 20 minutes)
1. The student will study handout.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES
Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

NOTES
1. Pierce Becomes President
   The Kansas Nebraska Act
   The Settlement of Kansas
   Books and Sumner
   The Republican Party
2. The Decline of Manifest Destiny
   Cuba
   Central America
   The Gadsden Purchase
3. Buchanan Becomes President
   The Dred Scott Decision
   Buchanan and Kansas
4. The Lincoln-Douglas Debates
5. The Election of 1860
   The Conventions
   The Campaign
6. Secession
   Buchanan's Policy
7. Lincoln Takes Command

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HIS121

U.S. History I

LESSON PLAN FOR CONTENT GOAL:
describe Civil War military campaigns

INSTRUCTIONAL TOPIC
describing Civil War military campaigns

PREREQUISITE(S)
compare 1850s political developments

INTEREST APPROACH (time: 3 minutes)
Specific events and happenings that occurred during the 1850s which influenced the Civil War will be addressed.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will describe Civil War military campaigns. Performance will be satisfactory if at least one major battle is described and presented to the class and details the reasons leading up to the conflict, the major events of the conflict, primary leaders and the results and the description are consistent with the text and class discussion.

PREASSESSMENT

PREREQUISITE PRE-TEST (time: 5 minutes)
An informal, oral prerequisite test will be administered.

STARTING POINT PRE-TEST (time: 3 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: describe how the two sides took shape.
DOMAIN: Cognitive LEVEL: Fact
THEORY OF LEARNING: Association
METHOD OF DELIVERY: Lecture/Presentation (time: 30 minutes)
INSTRUCTOR PRACTICES
1. I will highlight concepts.
2. I will identify concepts.
3. I will teach content parts.
4. I will summarize main points.
ASSIGNMENTS (time: 20 minutes)
1. The student will study handout.

SUBGOAL TOPIC: describe factors in the war effort.
DOMAIN: Cognitive LEVEL: Fact
THEORY OF LEARNING: Association
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will highlight concepts.
2. I will identify concepts.
3. I will teach content parts.
4. I will summarize main points.
ASSIGNMENTS (time: 40 minutes)
1. The student will study handout.
2. The student will read document.

SUBGOAL TOPIC: describe war campaigns.
DOMAIN: Cognitive LEVEL: Fact
THEORY OF LEARNING: Association
METHOD OF DELIVERY: Lecture/Presentation (time: 25 minutes)
INSTRUCTOR PRACTICES
1. I will highlight concepts.
2. I will teach content parts.
3. I will summarize main points.
ASSIGNMENTS (time: 25 minutes)
1. The student will study handout.

SUBGOAL TOPIC: describe the election of 1864.
DOMAIN: Cognitive LEVEL: Fact
THEORY OF LEARNING: Association
METHOD OF DELIVERY: Lecture/Presentation (time: 30 minutes)
INSTRUCTOR PRACTICES
1. I will highlight concepts.
2. I will identify concepts.
3. I will teach content parts.
4. I will summarize main points.
ASSIGNMENTS (time: 40 minutes)
1. The student will study handout.
2. The student will read document.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES
Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

NOTES
1. Opening of the War
   Issues
2. The Two Sides Take Shape
   Formation of the Confederacy
   Disunity in the North
   The Undecided Borders
3. Factors in the War Effort
   Southern Confidence
   Comparative Resources
   European Involvement
   Two Armies
4. War Campaigns
   The Early Campaigns
   1863-65 Campaigns

Developed/Revised: August 31, 1991

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HIS121

U.S. History I

LESSON PLAN FOR CONTENT GOAL:
examine Reconstruction epoch

INSTRUCTIONAL TOPIC
examining Reconstruction epoch

PREREQUISITE(S)
compare 1850s political developments
describe Civil War military campaigns

INTEREST APPROACH (time: 3 minutes)
A brief introduction on the effects of the war, on both north and south, will be presented including the changes that occurred in terms of social. military, and economic factors.

PERFORMANCE OBJECTIVE
The student will be allowed references. The student will examine the Reconstruction epoch. Performance will be satisfactory if the implications of the period are examined in terms of the reform of the south and the varied beliefs of the northern leaders and the examinations are consistent with the text and the class discussions.

PREASSESSMENT

PREREQUISITE PRE-TEST (time: 5 minutes)
An informal, oral prerequisite test will be administered.

STARTING POINT PRE-TEST (time: 3 minutes)
An informal, oral starting point test will be administered.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: discuss Presidential reconstruction plans.
DOMAIN: Cognitive LEVEL: Fact
THEORY OF LEARNING: Association
METHOD OF DELIVERY: Lecture/Presentation (time: 30 minutes)
INSTRUCTOR PRACTICES
1. I will highlight concepts.
2. I will establish associations.
3. I will identify concepts.
4. I will teach content parts.
5. I will summarize main points.
ASSIGNMENTS (time: 25 minutes)
1. The student will study handout.

SUBGOAL TOPIC: discuss Congressional reconstruction plans.
DOMAIN: Cognitive LEVEL: Fact
THEORY OF LEARNING: Association
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will highlight concepts.
2. I will identify concepts.
3. I will outline presentations.
4. I will teach content parts.
5. I will summarize main points.
ASSIGNMENTS (time: 25 minutes)
1. The student will study handout.

SUBGOAL TOPIC: describe Grant's presidency.
DOMAIN: Cognitive LEVEL: Fact
THEORY OF LEARNING: Association
METHOD OF DELIVERY: Lecture/Presentation (time: 30 minutes)
INSTRUCTOR PRACTICES
1. I will highlight concepts.
2. I will identify concepts.
3. I will outline presentations.
4. I will teach content parts.
5. I will summarize main points.

ASSIGNMENTS (time: 30 minutes)
1. The student will study handout.

SUBGOAL TOPIC: discuss the southern reconstruction.
DOMAIN: Cognitive LEVEL: Fact
THEORY OF LEARNING: Association
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
1. I will highlight concepts.
2. I will identify concepts.
3. I will outline presentations.
4. I will teach content parts.
5. I will summarize main points.

ASSIGNMENTS (time: 70 minutes)
1. The student will study handout.
2. The student will read document.
3. The student will complete worksheet.

POST-TEST (time: 50 minutes)
This content goal will be combined with others in a unit midterm or final.

REFERENCES AND RESOURCES
Nash, Jeffrey, Howe, Frederick, Davis, and Winkler (1990). The American People: Creating a Nation and a Society, Volume one. (This is a required textbook and one which is sold in the College's bookstore).

NOTES
1. Presidential Plans
   President Lincoln
   President Johnson
2. Congressional Reconstruction Plans
   The Fourteenth Amendment
   Civil Rights Act
   Radical Reconstruction
   Passage of the 15th amendment
   The end of Reconstruction
3. Grant's Presidency
4. The South after Reconstruction

Developed/Revised: August 31, 1991

PERFORMANCE-BASED EDUCATION PROJECT

Planning Performance-Based Instruction:

Developing the Course Assessment Techniques

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HIS121

U.S. History I
U.S. History Unit Test I
(ANSWER KEY VERSION)

GENERAL DIRECTIONS

Follow the directions for each section in the exam. The exam includes 5 items worth a total of 200 points. There are 120 minutes allotted for this exam. References are not allowed.

TRUE/FALSE SECTION

Circle the correct answer for each item. There are 24 items in this section worth a total of 24 points.

TRUE 1. Before the end of the 16th century, Europe was receiving about 30 million dollars per year from the gold and silver from the new world.
TRUE 2. Leif Ericson sailed from Greenland and discovered Nova Scotia.
TRUE 3. Queen Isabella and King Ferdinand financed Columbus for his voyage in 1492.
FALSE 4. South American indians were less technically advanced than North American.
TRUE 5. Spanish conquistadors were more interested in territorial control than in religion ideals.
FALSE 6. The Aztecs were a South American tribe that were conquered by Ponce de Leon.
FALSE 7. A free woman's position in society was a lot higher than that of an indentured servant.
TRUE 8. All orders for the Jamestown colony originated in England.
TRUE 9. If you had been one of the first settlers in Jamestown, chances are that you would have been dead by late 1607.
TRUE 10. Of the 144 people who originally sailed from Jamestown, all were men.
TRUE 11. One reason England got into the contest for the New World was due to a rise in nationalism.
TRUE 12. Plymouth's first governor was William Bradford.
FALSE 13. Because the Pilgrims had been farmers in England, they did not need assistance in growing food, as had the Jamestown settlers.

FALSE 14. Roger Williams broke with the Puritan majority in New England because he wanted a closer tie with the Church of England.
TRUE 15. Enforcing the Navigation Acts with trials by judges and not juries was one way in which the governor antagonized the colonials.
FALSE 16. Holding Anglican services was one area in which the Governor did not antagonize the colonials.
TRUE 17. Taxing real estate was one area in which the governor did antagonize the colonials
FALSE 18. Slaves in the middle colonies had many human rights which were denied to the slaves in the south.
FALSE 19. The abundance of tobacco lowered prices, giving an advantage to large producers was a major reason for the development of large plantations in the southern colonies.
FALSE 20. The English colonies of North America were the first to import slaves on a large scale basis.
FALSE 21. There were no slaves in the northern New England region
TRUE 22. There were very few differences in the treatment of slaves between the three geographical regions.

MATCHING SECTION

Next to each item in the first column, write the letter for the matching alternative from the second column. There are 8 items in this section worth a total of 8 points.

1. Match the PEOPLE in the first column with the nationality in the second column.

(I) Amerigo Vespucci	A. Carolinas
(A) Ashley Cooper	B. Connecticut
(I) Cortez	C. Dutch
(C) Henry Hudson	D. French
(B) Hooker	E. Maryland
(D) Jacques Cartier	F. Massachusetts
(E) John Calvert	G. Pennsylvania
(J) John Smith	H. Rhode Island
(I) Magellan	I. Spanish
(H) Roger Williams	J. Virginia

2. Match the colonies with their slave histories.

(A) Accepted the first blacks but at first thought they were to be indentured servants.

(D) Did not legalize slavery until 1750, but 25 years later blacks in bondage outnumbered whites.

(C) Grew huge rice crops using many slaves who had to work in swamps and often expose themselves to malaria.

(B) Never had many slaves.

(D) Used slaves on tobacco plantations, where few farmers controlled many slaves.

A. Georgia
B. North Carolina
C. South Carolina
D. Virginia

MULTIPLE CHOICE SECTION

Circle the correct answer for each item. There are 41 items in this section worth a total of 82 points.

1. If you could travel back to the 15th century and visit the Aztec capital city of Tenochtitlan, which of the following would you be least likely to see?
   A. Observatories
   B. Pottery
   C. Statues
   D. Wagons
   ANSWER: D

2. North and South America were inhabited long before Europeans came to either continent. Modern historians generally agree that the original inhabitants of the Americas migrated from:
   A. Africa
   B. Asia
   C. Australia
   D. England
   ANSWER: B

3. The Inca Empire included a total population about equal to the number of people now living in:
   A. Boise, Idaho
   B. England
   C. New York City
   D. the United States
   ANSWER: C

4. John Calvin was spiritual leader of the city of:
   A. Geneva
   B. London
   C. Moscow
   D. Paris
   ANSWER: A

5. One factor which contributed to increasing competition for empire and colonization of the New World was the growth of what political institution?
   A. The bureaucracy
   B. The church
   C. the judiciary
   D. The monarchy
   ANSWER: D

6. Which of the following ideas did not originate in Europe or England just prior to the colonization of the Americas?
   A. capitalism
   B. communism
   C. parliamentary government
   D. protestantism
   ANSWER: A

7. England first attained a position of international power in the latter part of the 16th century under the leadership of:
   A. King Henry VIII
   B. King James
   C. Queen Victoria
   D. Queen Elizabeth I
   ANSWER: D

8. Imagine that you are an English merchant living in 1610, which of the following investments would you consider the most profitable.
   A. Investing in a joint stock company formed for colonizing the New World.
   B. Investing in a number of small firms.
   C. Investing in wood from the North American region.
   D. Outfitting a ship to engage in piracy against the Spanish.
   ANSWER: A

9. The period of time from the first English voyage to the New World to the first major attempt to colonize the area was about equal to:
   A. The period from the American Civil War to the present.
   B. The period from the American Revolution to the present.
   C. The period from World War I to the present.
   D. The period from World War II to the present.
   ANSWER: A

10. Which of the following groups of people would have been least likely to have migrated from England to the New World for religious reasons?
    A. Anglicans
    B. Calvinists
    C. Catholics
    D. Puritans
    ANSWER: A

11. Which of the following people would have been most likely to have migrated to the New World from England for economic reasons?
    A. Eldest sons of country gentry
    B. London merchants
    C. Roman Catholic priests
    D. Second sons of country gentry
    ANSWER: D

12. During the first winter, who saved the Jamestown colony from total failure?
    A. The French
    B. The Indians
    C. The king of England
    D. The Virginia Company
    ANSWER: B

13. If you had stock in a company which performed like the Virginia Company of London, how would you probably feel about your investment?
    A. Disappointed
    B. Satisfied
    C. Very pleased
    ANSWER: A

14. In 1620, the first women arrived in Jamestown to serve as wives for the settlers. What was the price of one wife?
    A. 120 pounds of tobacco
    B. five kegs of ale
    C. five ounces of gold
    D. ten bushels of corn
    ANSWER: A

15. In an attempt to establish order and security in the colony, a basic change was made in the status of Jamestown in 1624. What happened?
    A. It became a royal colony.
    B. It was abandoned.
    C. It was sold to France.
    D. More stock was issued.
    ANSWER: A

16. The first representative assembly of the New World met in:
    A. Maryland
    B. Massachusetts
    C. North Carolina
    D. Virginia
    ANSWER: D

17. The first strong leader of the Jamestown colony was:
    A. John Smith
    B. Lord Halifax
    C. Samuel Argall
    D. Thomas Dale
    ANSWER: A

18. Under the Sandys administration, 3500 new colonists were brought to Virginia. However, they died at the rate of one person a day because of:
    A. bubonic plague
    B. extreme weather conditions
    C. indian massacres
    D. poor planning for their arrival
    ANSWER: D

19. Which of the following best describes the reasons people migrated from England to the New World:
    A. To explore the frontiers of the New World.
    B. To participate in military conquests.
    C. To seek wealth and freely practice religion.
    D. To set up democratic governments.
    ANSWER: C

20. Which of the following was not a responsibility of the original Jamestown colony?
    A. Discovering a passage to China
    B. Growing food
    C. Mining gold and silver
    D. Trading with the indians
    ANSWER: B

21. According to another dissenter, Anne Hutchinson, which of the following was necessary for salvation?
    A. Church attendance
    B. Good works
    C. None
    D. Prayer
    ANSWER: C

22. Assume that you are a young person living in England in the 17th century, you believe that the true meaning of being a Christian has been revealed to you through God's grace. To which colony should you migrate?
A. Maryland
B. Massachusetts
C. New Hampshire
D. Virginia
ANSWER: B

23. From the beginning, it was one of the most sophisticated settlements in the New World, with 18 languages spoken, thirty taverns, and ladies familiar with high fashion. It was:
A. Charleston
B. Jamestown
C. New York
D. Philadelphia
ANSWER: C

24. In the 1630s, between fifteen and twenty thousand Puritans left England for the New World in a movement known as:
A. The Glorious Revolution.
B. The Grand Departure.
C. The Great Migration.
D. The Modern Exodus.
ANSWER: C

25. Massachusetts farmers, unlike Virginians, settled in:
A. cities.
B. forts.
C. isolated towns.
D. towns.
ANSWER: D

26. The major political innovation brought to the New World by the Puritans was that:
A. They brought the headquarters of their joint-stock company with them, rather than leaving it behind in England.
B. They created the first representative assembly separate from the governor.
C. They ensured that all colonists were equal shareholders in the Massachusetts Bay Company.
D. They invented the concept of a governor with absolute authority over the colony's subjects.
ANSWER: B

27. The Mayflower Compact was drawn up by the Pilgrims before they landed. It can best be described as:
A. A business contract
B. A constitution
C. A plan of action
D. An agreement to form a body politic
ANSWER: D

28. The Puritans also realized John Calvin's dream by:
    A. Adding the Lord's Prayer to their services.
    B. Establishing a capitalist society.
    C. Promoting the concept of predestination.
    D. Uniting church and state.
    ANSWER: D

29. The Quakers, who settled Pennsylvania, shared what belief with Anne Hutchinson?
    A. That God was a women.
    B. That people could talk with God.
    C. That silence was a virtue.
    D. That there were many gods.
    ANSWER: B

30. An important feature of colonial life was the class structure. What percentage of the colonists were yeoman farmers and small business people?
    A. Ninety percent
    B. Seventy percent
    C. Ten percent
    D. Thirty percent
    ANSWER: B

31. By the middle of the 18th century, the population of New England was:
    A. one eighth of the total population of the American colonies.
    B. one fifth of the total population of the American colonies
    C. one fourth of the total population of the American colonies.
    D. one half the total population of the American colonies.
    ANSWER: C

32. If you had lived in Boston during the 18th century, which of the following would you have been unable to do:
    A. attend plays and concerts.
    B. drink beer and wine.
    C. ride in a carriage
    D. wear a wig.
    ANSWER: A

33. Imagine that you are a small shop owner living in Boston in the early 1700s. If you had a small profit the previous year, where might you invest it?
    A. a theater
    B. municipal bonds
    C. race horses
    D. shipping ventures
    ANSWER: D

34. The pre-Revolutionary American colonies developed a distinct character of their own because of several factors. Which of the following did not play a major role?
    A. A large percentage of Americans were of non-English descent.
    B. Most of the colonists were opposed to monarchy.
    C. The colonies were separated from England by 3000 miles of ocean.
    D. The frontier represented a totally unique situation
    ANSWER: B

35. Today many people consider the United States to have the highest standard of living in the world. Prior to the Revolution, the standard of living in the colonies was:
    A. about equal to that of England.
    B. lower than in most European countries.
    C. the highest in the world.
    D. the lowest.
    ANSWER: C

36. Which of the following factors had the greatest influence on the settlement of land in New England?
    A. Land was given to groups rather than to individuals.
    B. The colonists did not own any of the land.
    C. The indians were more hostile in New England than elsewhere.
    D. Tobacco could not be grown in New England because of the climate.
    ANSWER: A

37. By the 1760s, the population of America was:
    A. About five times as large as it had been in 1700.
    B. About ten times as large as it had been in 1700.
    C. About twenty times as large as it had been in 1700.
    D. About twice as large as it had been in 1700.
    ANSWER: B

38. If you could travel back in time and visit one of the ancient African societies from which the original slaves were descended, which of the following would you have seen?
    A. A complex social order made up of tribes, ruled by a king, and marked by high achievements in arts and crafts.
    B. A simple social order made up of bands of hunters and groups of subsistence farmers.
    C. A social order based on war, with military chieftains holding the most power.
    ANSWER: A

39. If you were a new settler in one of the middle colonies, which of the following crops would you probably plant first?
A. corn
B. cotton
C. rice
D. wheat
ANSWER: A

40. Land speculation was a major problem among the settlers of the middle colonies. In which of these colonies did the headright system become a vehicle of corruption?
A. Delaware
B. New Jersey
C. New York
D. Pennsylvania
ANSWER: C

41. What were the major effects of intercolonial trade?
A. General distrust and disagreement among the different colonies.
B. Increased hostility towards the colonies by the British.
C. Increased specialization and interdependence among the colonies.
D. Unequal distribution of income among the colonies.
ANSWER: C

COMPLETION SECTION
Write the most appropriate word or phrase in the blank(s) provided for each item. There are 16 items in this section worth a total of 16 points.

1. Before they landed, the Pilgrims drew up an agreement to abide by group rules called the _____.
ANSWER(S):
A. Mayflower Compact

2. If you had no money to travel to the New World, you could receive free passage in exchange for _____ years of labor.
ANSWER(S):
A. seven

3. Representative government did develop in Maryland. the first assembly balked at merely approving Lord Baltimore's laws and asked for _____ from arrest as well as the right to legislation.
ANSWER(S):
A. immunity

4. The Pilgrims came to the New World primarily because of _____ reasons.
ANSWER(S):
A. religious

5. Virginia settlers, under the leadership of Nathaniel Bacon, rose up against _____ in protest.
ANSWER(S):
A. Governor Berkeley

6. After the Stuart restoration, the Lords of Trade were appointed to govern the application of the Navigation Acts by King _____.
ANSWER(S):
A. Charles II

7. James II abdicated the English throne in favor of King _____.
ANSWER(S):
A. William III

8. News of the Glorious Revolution caused rebellions in New England. Self-rule was reestablished in three colonies including _____.
ANSWER(S):
A. Connecticut, Rhode Island, and Plymouth

9. The idea that all people are created equal by God was believed by _____.
ANSWER(S):
A. Quakers

10. The idea that taxes must be levied to pay ministers' salaries was believed by _____.
ANSWER(S):
A. Puritans

11. The idea that war is immoral was believed by _____
ANSWER(S):
A. Quakers.

12. At the time of the Revolution, New England merchants owned _____ ocean-going vessels.
ANSWER(S):
A. 1000

13. New England's manufacturing and commercial ventures compensated for an inability to support the region by _____.
ANSWER(S):
A. farming

14. In Virginia, Maryland, North Carolina, and Georgia, land ownership was necessary in order to _____.
ANSWER(S):
A. vote

15. Southern society was so rural in its character that the southern colonies produced only one major city, _____.
ANSWER(S):
A. Charleston

16. The major criterion for attaining wealth and power in colonial southern society was _____.
ANSWER(S):
A. land

ESSAY SECTION
Answer each question in the space provided for each item. There are 5 items in this section worth a total of 60 points.

1. The many Indian tribes of North America differed in their customs and life styles, although most Americans are familiar only with the stereotype created by western films. Discuss some of these differences. How, in general, did the values of the white man and the Indian differ. Misunderstanding fostered hostility on both sides. For example, why did European settlers regard the Indian chiefs as treacherous?
ANSWER:
A. Assess the meeting of the two worlds
    1. Characterize the Aztecs
    2. Characterize the Incas
    3. List tribes from the following locations:
        a. Southwest
        b. Northeast
        c. Along the Mississippi River
        d. Southeast
    4. List similarities and differences of these groups
    5. List contributions of natives to European culture
    6. Name the early efforts that led to Columbus' voyage

2. The patterns of colonization differed widely. Compare the methods of colonization of the Dutch, French, Spanish, and Portuguese. Why did the Dutch, French, and English lag behind the Spanish and Portuguese in overseas colonization?
ANSWER:
   A. Analyze European competition for American
      1. Name areas of French exploration
      2. Identify reason for French exploration
      3. Recall result of French exploration
      4. Name areas of Dutch exploration
      5. Identify reasons for Dutch exploration
      6. Recall result of Dutch exploration
      7. Name all areas of English exploration
      8. Identify reasons for English explorations

   B. Evaluate European background for the exploration period
      1. Characterize the commercial revolution
      2. Recognize importance of the Crusades
      3. Identify part cities played in causing exploration
      4. Recall importance of merchants
      5. List causes of labor discontent

   C. Examine the rise of national monarchies
      1. Characterize development of nationalism in Spain, France, and England
      2. Identify the following:
         Protestant Reformation
         Martin Luther
         John Calvin
      3. Recognize importance of the Reformation in England
      4. List results of the Reformation

3. Discuss the heritage of representative government that America received from England as well as the economic and religious conditions that were transferred.
ANSWER:
   A. Examine England's role as the mother country
      1. List factors contributing to representative government
      2. Recognize developments of England economic system
      3. Recall the religious events that made Protestants so willing to leave.

4. Discuss the impact that religion had on the colonies. Why do you think religious freedom tended to develop in the colonies despite the intolerance of the Puritans?
ANSWER:
   A. The impact of religion
      1. Major characteristics throughout the colonies
         a. Overwhelmingly protestant
         b. High percentage of non-churchgoers
      2. Anglicans in the south
         a. Anglicanism (Church of England)
            1. Weak, but established by 1758
            2. Reasons for weakness
               Colonists' reluctance to pay dues
               No American bishop in the colonies
               Few ordained ministers
         b. Other sects and denominations on the frontier
      3. Puritans in the north
         a. Puritans intolerance of other faiths
         b. Puritan commonwealth
         c. Half-way covenant
         d. Witchcraft trials
      4. The Great Awakening
         a. Important figures
         b. Consequences

5. There existed a significant amount of differences between the three sets of colonies in the New World. Typically, the three regions were divided by geographical distinctions including the New England, Middle, and Southern colonies. Discuss some of these differences and why they existed.
ANSWER:

A. Evaluate life in the Southern colonies.
Characterize the plantation system
List reasons why Africans rather than Europeans or Indians were used as slaves
Recognize the country that started the slave trade
List areas in the New World that had slaves
Recall why slaves were regarded as better workers than indentured servants
Characterize the African culture of the time
Identify the predominant socioeconomic class in the southern colonies
Characterize the southern aristocracy

B. Evaluate the life in the middle colonies
Identify the economic class bases of the middle colonies
Recall reason why most non-English immigrants settled in this region
List reasons why immigrants left Germany
List reasons why immigrants left Ireland
Recall ways in which governmental practices were carried out in the middle colonies

C. Evaluate life in the New England colonies
List reasons why New England remained more a distinctive region than did the other two areas.
Describe the New England life style
Identify the bases of the New England economy
Identify the cultures in the cities

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HIS121

U.S. History I
U.S. History Unit Test II
(ANSWER KEY VERSION)

GENERAL DIRECTIONS

Follow the directions for each section in the exam. The exam includes 50 items worth a total of 86 points. There are 50 minutes allotted for this exam. References are not allowed.

TRUE/FALSE SECTION

Circle the correct answer for each item. There are 28 items in this section worth a total of 28 points.

FALSE 1. Benjamin Franklin's plan for union, which was presented at the Albany Congress received substantial support from several colonial assemblies.
TRUE 2. One of the first intercolonial assemblies in the New World was held in 1753. It was called the Albany Congress.
TRUE 3. The governor's council performed the three basic functions which today are divided among the executive, legislative, and judicial branches of our government.
FALSE 4. The Royal Board of trade was recognized as the final authority in political matters pertaining to the colonies.
TRUE 5. The royal governor's commission was a public document which established the form of government for the colony.
FALSE 6. As a result of the Seven Years' War, the colonists felt increasingly rebellious toward Britain.
TRUE 7. One of the main problems faced by the British General Braddock in the Seven Years' War was that he had little support from the colonies or the Indians.
FALSE 8. The main bone of contention between the French and English in the last French-Indian War was The Mississippi River.
TRUE 9. William Pitt stated that "I believe that I can save this nation and that no one else can."
TRUE 10. In 1769, Daniel Boone defied the proclamation of 1763.
TRUE 11. The Proclamation of 1763 prohibited settlers from crossing the Appalachians or purchasing Indian lands.
FALSE 12. Most of the colonists approved of the Boston tea Party.

TRUE 13. One reason that the Second Continental Congress was hesitant to declare independence was that no colony in the modern world had ever yet to rebel against its mother country.

TRUE 14. The main difference between Grenville's acts and previous British duties and taxes imposed on the colonists was that they were designed specifically to raise revenue for the British government.

TRUE 15. The majority of the colonists probably did not support the Revolution.

TRUE 16. The Stamp Act had the most dramatic effect in unifying the colonies against the Crown.

FALSE 17. In spite of the hard winter at Valley Forge, not one soldier of the Continental army deserted to the British.

TRUE 18. Up to thirty percent of the American population had no interest in the Revolution at all.

TRUE 19. Americans believed that the unwritten British constitution seemed to have led to an arbitrary form of government and therefore wanted a written one.

FALSE 20. massachusetts was the first state to abolish all restrictions on the practice of religion.

TRUE 21. The creation of a policy for orderly expansion into the west was perhaps the most important accomplishment during the Confederate period.

TRUE 22. The economic hard times caused debtors to ask their state governments for relief in the form of stay laws.

FALSE 23. The economic hard times finally led to revolt by oppressed farmers in Massachusetts known as the Whiskey Rebellion.

TRUE 24. the first national constitution was called the Articles of Confederation.

FALSE 25. The lack of the judicial branch of government hampered the continuity of political affairs under the Articles of Confederation.

TRUE 26. The ratification of the Articles of Confederation took five years.

TRUE 27. The Revolution encouraged social change, particularly in the area of increased equality.

FALSE 28. Under the Articles of Confederation, each state had different numbers of votes depending upon the population.

MULTIPLE CHOICE SECTION
Circle the correct answer for each item. There are 19 items in this section worth a total of 38 points.

1. [They are] "cursed hungry caterpillars that will eat out the very Bowels of the Commonwealth if they are NOT pulled down from their Nests in a very short time." Who is being described here?
   A. The British
   B. The Easterners
   C. The Plantation Owners
   D. The Puritans
   ANSWER: B

2. Benjamin Franklin once referred to a group of frontiersmen as "Christian white savages." To whom was he referring?
   A. Nathaniel Bacon's men
   B. None mentioned
   C. The Donegal Gang
   D. The Paxton Boys
   ANSWER: D

3. Distance, isolation, and poor transportation had important effects on development of the New World. Which of the following best describes the effects on the American colonies.
   A. Colonists wanted a strong central government to help keep order.
   B. Each colony was a distinct entity, with little contact with the others.
   C. None.
   D. The colonies worked hard to create links among themselves.
   ANSWER: B

4. Land speculation was a major problem among the settlers of the middle colonies. In which of these colonies did the headright system become a vehicle of corruption?
   A. Delaware
   B. New Jersey
   C. New York
   D. Pennsylvania
   ANSWER: C

5. The bulk of colonial literature was...?
   A. Erotic in nature.
   B. Philosophical treatises.
   C. Political tracts.
   D. Religious in nature.
   ANSWER: D

6. The historian Frederick Jackson Turner has advanced the thesis that one geographical factor was the decisive force in American history. What was it?
   A. The forests
   B. The frontier
   C. The mountains
   D. The ocean
   ANSWER: B

7. The Puritans thought witches had appeared in their midst because....?
   A. Anne Hutchinson has cast a spell over them.
   B. God was punishing them.
   C. The Quakers were trying to sabotage them.
   D. Their leaders had signed a pact with Satan.
   ANSWER: B

8. Which of the following factors had the greatest influence on the settlement of land in New England?
   A. Land was given to groups rather than to individuals.
   B. The indians were more hostile in New England than elsewhere.
   C. Tobacco could not be grown in New England because of the climate.
   ANSWER: A

9. Which of the following traits were clearly the product of the American wilderness?
   A. Interdependence and small families
   B. Neither
   C. Self-sufficiency and large families
   ANSWER: C

10. In the eight royal colonies, the governor was appointed by:
   A. Parliament
   B. The chancellor of the exchequer
   C. The colonial assembly
   D. The king
   ANSWER: D

11. In what important way were colonial legislatures (assemblies) modeled after the British Parliament?
   A. They believed they derived their authority from the people they represented.
   B. They believed they were superior to the courts.
   C. They were opposed to monarchy.
   D. They were organized according to the committee system.
   ANSWER: A

12. What were the criteria for being considered a freeman in prerevolutionary times?
    A. A freeman must be white, male and married.
    B. A freeman must be white, male, at least 21, and own land or have money.
    C. A freeman was any male who had never been a slave.
    D. The qualifications were completely different in each colony.
    ANSWER: B

13. From 1770 to 1773, there was a period of peace, as all the Townsend Acts were repealed, except that on:
    A. Paints
    B. Sugar
    C. Tea
    D. Wine
    ANSWER: C

14. How many people were killed in the Boston Massacre?
    A. Five
    B. One hundred
    C. Twenty
    D. Two hundred
    ANSWER: A

15. If you had lived in the American colonies and felt yourself to be violently opposed to the Stamp Act, which organization might you have joined?
    A. None of these listed.
    B. The Society of Friends
    C. The Society of Patriots
    D. The Sons of Liberty
    ANSWER: D

16. In October 1765, the first intercolonial assembly called by the colonists met in New York. It was called ....
    A. The First Congress.
    B. The Grenville Congress.
    C. The New York Congress.
    D. The Stamp Act Congress.
    ANSWER: D

17. Why did the colonists believe that the Stamp Act, in particular, deprived them of their rights as English citizens?
    A. Because it taxed newspapers, thereby curtailing freedom of speech.
    B. Because it taxed wills and deeds, thereby involving the government with matters of property.
    C. Because the law had not been approved by the king.
    D. Because the law had not been passed by the colonists' own elected representatives.
    ANSWER: D

18. What was the basic advice given by the Continental Congress to its negotiators at the Paris peace negotiations?
    A. To be lenient in their demands on the British.
    B. To ensure that American power extended beyond the Appalachians.
    C. To follow French advice in all matters.
    D. To trust the Dutch and Spanish delegations but to be cautious with the French.
    ANSWER: C

19. Why did the British shift to a southern strategy in 1778?
    A. they believed the Continental troops in the south were inferior to those in the north.
    B. They believed the south was full of Tories who were ready to join the British cause.
    C. They believed their form of warfare would be more successful in a warmer climate.
    D. They believed there were better roads in the south allowing greater maneuverability for their troops.
    ANSWER: B

SHORT ANSWER SECTION
Answer each question in the space provided for each item. There are 2 items in this section worth a total of 10 points.

1. Compare the Enlightenment with the Great Awakening.
    ANSWER:
    I. The Great Awakening
        A. Important Figures
            Theodore Frelinghusen
            Jonathan Edwards
            George Whitefield
        B. Consequences
            Anti-intellectual Trend
            Division of many denominations into two groups
            Development towards separation of church and state
            Establishment of religious seminaries

2. At the beginning of the Revolutionary War, American chances of winning independence seemed very slim. When do you think the turning point occurred? Which specific events led to American success and why?
    ANSWER:
        Great distance from England
        Not dependent on single, central city
        Vast area for deploying British troops
        Guerrilla tactics learned from Indians
        Little war support in England
    2. The French Alliance
    3. The Southern battlefields
    4. Yorktown

ESSAY SECTION

Answer each question in the space provided for each item. There is 1 item in this section worth a total of 10 points.

1. How did the procedures for granting land in different colonial regions affect the patterns of community life. Compare the South, the middle colonies, and the New England colonies in terms of the ways in which land was acquired and used, and describe the effects the different patterns had on life styles in each area.

   ANSWER:

   A. Assess the importance of conflicts among the colonies.
      List the three reasons why each colony was a distinct entity.
      Identify results of this distinction.
      Name the needs of Westerners that differed from those of Easterners.
      List three differences between Westerners and Easterners.

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HIS121

U.S. History I
U.S. History Unit Test III
(ANSWER KEY VERSION)

GENERAL DIRECTIONS

Follow the directions for each section in the exam. The exam includes 50 items worth a total of 70 points. There are 50 minutes allotted for this exam. References are not allowed.

TRUE/FALSE SECTION

Circle the correct answer for each item. There are 36 items in this section worth a total of 36 points.

TRUE 1. As some Antifederalists had feared, the delegates to the Constitutional Convention did control the new Congress.

TRUE 2. Before the Constitution had established a strong central government, some people had gone so far as to suggest partitioning the country into three sections.

TRUE 3. Champions of the new Constitution called themselves the federalists.

TRUE 4. Each of the three branches of government created by the Constitution had some power to limit the actions of the other two branches. This concept, which is still honored in American government, is called the system of checks and balances.

FALSE 5. In the 1780s, a severe economic crisis caused many citizens to be concerned for the survival of the American government. This economic condition, which was also experienced as recently as the 1930s was known as stagflation.

FALSE 6. Jefferson's support of the document persuaded Virginia to ratify the Constitution.

FALSE 7. The "Great Compromise" was a plan proposed by James Madison which would allow the smaller states to expand, thus giving them the opportunity to achieve equal representation.

TRUE 8. The delegates to the convention were actually somewhat fearful of too much popular control which resulted in the development of the electoral college.

FALSE 9. The majority of the delegates at the convention did not sign the constitution.

FALSE 10. The new Constitution actually made the legislative branch somewhat less representative than it had been under the Articles of Confederation.
TRUE 11. The president of the constitutional convention was George Washington.
TRUE 12. The two leading proponents of a national government at the time were James Madison and Alexander Hamilton.
TRUE 13. Thomas Jefferson failed to attend the constitutional convention because he was the minister to France at the time.
TRUE 14. The Democratic-Republicans believed the Federalists were scheming to turn America into a monarchy.
FALSE 15. Even the Federalists eventually supported war with Britain, and many of them voted for it in Congress.
TRUE 16. Impressment was a British practice of stopping neutral ships and forcing English subjects into service on British ships.
TRUE 17. Jefferson and his congressional supporters responded to the Chesapeake incident by passing the Embargo Act of 1807.
FALSE 18. Jefferson's position on the capturing of American ships and the practice of impressionment was that he believed that the war between Britain and France would end soon, and wanted to wait it out.
FALSE 19. New England opposed the War of 1812 because the region lost money during the war.
TRUE 20. President Madison was forced to flee Washington in August 1814 because the British invaded the city and burned most of the buildings.
TRUE 21. The Battle of New Orleans made Andrew Jackson a national hero.
FALSE 22. The South opposed the Embargo Act as it restricted their fishing industry.
TRUE 23. The War Hawk's basic military strategy was to win the war on land by capturing Canada.
FALSE 24. The War Hawks were a group of New England congressmen who supported war with France.
TRUE 25. During the early 19th century, many eastern city dwellers carried guns just like the people of the west in later years.
TRUE 26. James Fenimore Cooper published his first novel because there was great prejudice against American novelists so he pretended his book was written by an Englishman.
TRUE 27. Massachusetts had the largest population by 1820.
TRUE 28. Most of the cities of the Northeast grew rapidly with the advent of industrialization.
FALSE 29. Most of the nations citizenry were illiterate in the early 19th century.
TRUE 30. Population figures remained stable in New England but rapidly increased in all other sections of the country.
TRUE 31. After the War of 1812, British manufacturers flooded the American markets with goods resulting eventually in the Tariff of 1816.

TRUE 32. Long-range federal involvement in highway development did not occur until the 20th century.
FALSE 33. Most of the canals built during the 1820s were as successful as the Erie Canal.
FALSE 34. New York City was the leading industrial city during the 1820s.
FALSE 35. The boom in cotton production and demand mainly affected only the southern states.
TRUE 36. The irony of this shift from Jeffersonian Republicanism towards neo-Federalism was that it was primarily caused by the War of 1812 which the Federalists had bitterly opposed.

MATCHING SECTION
Next to each item in the first column, write the letter for the matching alternative from the second column. There is 1 item in this section worth a total of 8 points.

1. Match each correct description with the emerging political parties given below.

(A)	Believed in the human capacity to improve through education and experience	A. Democratic Republicans B. Federalists
(B)	Favored a strong central government	
(A)	Favored farmers, artisans, and workers, and increasingly large plantation owners	
(A)	Favored the French Revolution	
(B)	Held more aristocratic urban views	
(B)	Influenced by Hamilton	
(A)	Influenced by Jefferson	
(B)	Represented merchants, shipowners, and financiers of the Northeast	

MULTIPLE CHOICE SECTION
Circle the correct answer for each item. There are 13 items in this section worth a total of 26 points.

1. A treaty with Spain was then negotiated by what American representative?
   A. Alexander Hamilton
   B. Arron Burr
   C. Thomas Jefferson
   D. Thomas Pinckney
   ANSWER: D

2. What was the essential American policy after war broke out between France and the other European powers?
   A. To declare war on the side which appeared to be losing.
   B. To maintain neutrality between the two belligerent.
   C. To secretly support Britain.
   D. To support France in every way possible.
   ANSWER: B

3. What was the XYZ Affair?
   A. A debate over whether education in the United States should be public or private.
   B. A scandal in which the French foreign minister attempted to get a bribe from an American delegation to France.
   C. A scandal which resulted from the breaking of a secret code, which had been used by the Democratic Republicans to communicate with France.
   ANSWER: B

4. Although Adams was a federalists, he disagreed with Hamilton on a fundamental issue. What was it?
   A. He believed a government based on separation of powers would curb human weaknesses.
   B. He favored a classless society.
   C. He had a optimistic view of the human race.
   ANSWER: A

5. He was described as "all imagination, no judgment, passionate, disrespectful and even indecent towards the President." Who was he?
   A. Alexander Hamilton
   B. Edmond Genet
   C. Napoleon Bonaparte
   D. Thomas Jefferson
   ANSWER: D

6. How were the Alien and Sedition Acts used by the Federalists?
   A. They were never enforced because of popular opposition.
   B. They were used to hunt down French spies operating in the United States.
   C. They were used to silence some of Jefferson's supporters.
   ANSWER: C

7. Who was elected second President of the United States?
   A. James Madison
   B. John Adams
   C. John Monroe
   D. Thomas Jefferson
   ANSWER: B

8. Why did the Whiskey Rebellion occur?
   A. A group of western farmers got drunk and revolted against the central government.
   B. Hamilton imposed an excise tax on whiskey.
   C. The central government had made distilleries illegal.
   D. The westerners opposed the low prices whiskey brought in the east.
   ANSWER: B

9. Why was the Whiskey Rebellion so important to the west?
   A. The people who lived in the west used whiskey to pacify the Indians.
   B. The people who lived in the west were very heavy drinkers.
   C. Whiskey was used as a form of money in the west.
   ANSWER: C

10. Which of the following statements best describes the condition of the United States when the War of 1812 broke out.
   A. The National Bank had expired, the army and navy had been reduced in size, and country was generally unprepared for the war.
   B. The United States was prepared for the war militarily but it did not have popular support.
   C. The United States was prepared for the war militarily but not economically.
   D. The War Hawks and their allies had been making secret preparations for the war and the United States was almost evenly matched with Britain when the war began.
   ANSWER: A

11. From the point of view of the Federalists party, what was the most significant aspect of the election of 1816?
   A. It was the beginning of several decades of Federalist domination of American politics.
   B. It was the last election ever won by a Federalist.
   C. It was the last time a federalist candidate was nominated for the presidency.
   ANSWER: C

12. The country's first nationwide depression was known as:
   A. None mentioned
   B. The decline of 1819
   C. The Great Collapse
   D. The panic of 1819
   ANSWER: D

13. The period from 1816 to 1819 in American history was known as:
   A. The Era of Good Feelings
   B. The Happy Days
   C. The Hard Times
   D. The Winter of Discontent
   ANSWER: A

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HIS121

U.S. History I
U.S. History Unit Test IV
(ANSWER KEY VERSION)

GENERAL DIRECTIONS

Follow the directions for each section in the exam. The exam includes 40 items worth a total of 71 points. There are 50 minutes allotted for this exam. References are not allowed.

TRUE/FALSE SECTION

Circle the correct answer for each item. There are 35 items in this section worth a total of 35 points.

TRUE 1. A vital factor in the increased output of northern farms was increased mechanization.
TRUE 2. Britain's repeal of the Corn Laws of 1846 opened a large market for American wheat.
FALSE 3. Conditions were much better for free blacks in the north than in the south.
FALSE 4. Most southern farmers owned a number of slaves.
FALSE 5. Much of the original impetus to move west came from a desire to cultivate the fertile grasslands of the plains.
FALSE 6. The pony express supplemented the railroad in stimulating new economic growth.
TRUE 7. The railroads were in fact heavily subsidized by state and federal governments.
TRUE 8. The southern social class opposed and despised the planter aristocracy was the mountain whites.
TRUE 9. Americans also believed that it was their responsibility to control the continent, and that, to this effect, they should establish superior institutions and open up a haven for oppressed people.
TRUE 10. Fear of European powers played a major role in the tendency to expand westward.
FALSE 11. Manifest Destiny meant that America was destined to control most of the world as had the Roman Empire.
TRUE 12. No shots were ever fired in the Aroostock War
FALSE 13. The American war with Mexico was enthusiastically supported by most Americans.
FALSE 14. The battle at the Alamo ended in an American victory.

TRUE 15. The Democratic party had a plank in its 1844 campaign platform calling for a reoccupation of Oregon and the reannexation of Texas.
FALSE 16. The desire to eliminate the indians was a reason for the western expansion.
FALSE 17. The Free-Soil party had very little effect on the election of 1848.
FALSE 18. The Mormons felt that God had instructed them to go to Utah which led to their migration.
FALSE 19. Buchanan actually had very little experience in government and was for that reason a poor choice for president.
FALSE 20. Most northern opponents of slavery approved of Brown's tactics.
TRUE 21. Northerners opposed Pierce's plan to take over Cuba because they feared that Cuba which still allowed slavery would add strength to the proslavery factions in the U.S.
TRUE 22. President Pierce refused to support Governor Andrew Reeder, his own appointee, when Reeder tried to disqualify some of the members of the territorial legislature who had been illegally elected.
TRUE 23. Southerners and other adventurers also tried to interfere in the affairs of Central America during this period, in opposition to pledges of neutrality by the American government.
FALSE 24. The Crimean War was a key issue in the 1858 congressional elections.
FALSE 25. The election of Lincoln turned almost all southerners into secessionists.
FALSE 26. The fall in cotton prices contributed to the panic of 1857.
TRUE 27. The Gadsden Purchase was the purchase of land from Mexico for the building of a railroad.
TRUE 28. The Lecompton Constitution was a constitution passed by the proslavery faction in Kansas protecting the institution of slavery.
FALSE 29. The Ostend Manifesto was a threat by Pierce to declare war on Spain because of the Black Warrior Incident.
TRUE 30. An early and continued Union strategy was to take the Confederate capital of Richmond, but this effort was not successful until the near end of the war.
TRUE 31. In spite of his successes as a wartime leader, Lincoln expected to lose the election of 1864.
TRUE 32. In spite of the Emancipation Proclamation, even northern black men were segregated from their fellow white soldiers in the union army.
FALSE 33. In spite of the Emancipation proclamation, the contribution of black soldiers to the Union cause was minimal.
TRUE 34. Lincoln originally perceived the preservation of the union to be the purpose of the Civil War.

TRUE 35. The European powers did originally look with favor on the Confederacy's efforts, though they refused to support it.

MATCHING SECTION

Next to each item in the first column, write the letter for the matching alternative from the second column. There are 2 items in this section worth a total of 11 points.

1. Match the artists with their respective schools of painting.

(C) Asher Durand
(A) George Caleb Bingham
(B) George Catlin
(C) Thomas Cole
(A) William Sydney Mount

A. Americana and genre painting
B. Painters of the West
C. The Hudson River School

2. The decades before the Civil War witnessed a phenomenal burst of literary activity which produced six writers of genius. Match the authors to their descriptions.

(A) Argued the idea of civil disobedience
(E) The leading transcendentalist and the most famous American author and thinker of his day
(A) Wrote formal poetry and poetry of pure sound
(F) Wrote poetry in broad cadences rather than as an absence of good
(C) Wrote stories on his south sea voyages
(D) Wrote The Scarlet Letter

A. Edgar Allan Poe
B. Henry David Thoreau
C. Herman Melville
D. Nathaniel Hawthorne
E. Ralph Waldo Emerson
F. Walt Whitman

SHORT ANSWER SECTION

Answer each question in the space provided for each item. There is 1 item in this section worth a total of 5 points.

1. Examine the religious and philosophical background of the 1840s and 1850s.

ANSWER:

I. The Religious and Philosophical background
   A. General characteristics: emphasis on a personal, emotional response
   B. Organized religion: Americanizing the European roots
      1. From Anglicanism to Episcopalianism
      2. Lutherans
      3. Roman Catholics
         a. rapid growth in early 19th century
         b. ethnic groups: a threat to church unity
      4. Shift of Boston Congregationalists to Unitarianism
      5. Weakening of Puritan pessimism
   C. Evangelicism
      1. Beliefs
      2. Strong socioeconomic impact
      3. Sects
   D. Transcendentalism

ESSAY SECTION

Answer each question in the space provided for each item. There are 2 items in this section worth a total of 20 points.

1. Some critics have argued that "Jacksonian Democracy" is just a phrase developed by historians. What, specifically, was democratic about Jacksonian democracy? Discuss the development of political parties as strong forces in Jacksonian democracy. Discuss some of the major events during the jackson years.

ANSWER:

I. Jackson takes command
   A. The democratization of politics
      1. Suffrage
         Removal of property qualifications
         Still limited to adult white males
      2. Political changes
         More elected state offices
         More direct participation
      3. Social changes
         Limited social and economic mobility
         Complete separation of church and state
         Laws against monopolies
         Beginning of free-school movement
         Rise of newspapers and of political publicity

II. Jackson Politics
   A. Political patronage
      Jackson's desires
      The Spoils system
      A strong presidency
      Foreign Affairs
      Indian removal
      Internal improvements
      Public lands
      Nullification
      The bank war

2. Various reconstruction plans followed the Civil War: Lincoln's rather liberal one, Johnson's variation on Lincoln's plan, and the Radical Reconstruction plan proposed by congress. Discuss the merits and drawbacks of each, and state which one you think would have been the most effective while considering the situation in the south, and why.

ANSWER:

I. Presidential Reconstruction Plans
   Primary goal: to have southern states resume their normal position within the union
   Proclamation of Amnesty and Reconstruction
   Radical Republican opposition
   The Wade Davis Bill
   The Wade Davis Manifesto
   Passage of the 13th Amendment

II. President Johnson's Plan
   The Plan
   The Freedmen
   Freedmen Bureau
   Black Codes

III. Congressional Reconstruction
   Congressional refusal to seat newly elected southerns
   Minority opinions
   Majority opinions
   The 14th Amendment
   Civil Rights Act
   Radical Reconstruction
   Impeachment
   The South under Radical Reconstruction
   Passage of the 15th Amendment
   The End of Reconstruction
   The Election of 1868